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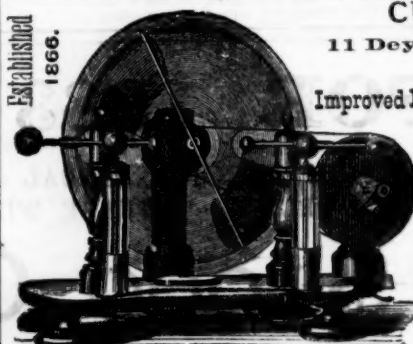
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New York, October 21, 1882

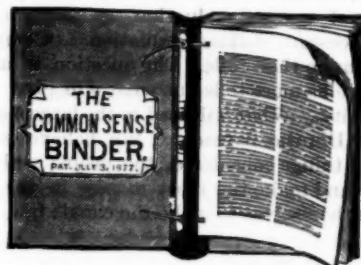
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is full of fresh, interesting reading. The story of "Johnny and Billy" is illustrated by the frontispiece. With that the stories of this number are "Patch," "Kerim and the Carot," a Persian tale, "Grandma's True Story," by Leoline Waterman, and "What Came of a Sprained Ankle." J. Fulsom has an article on the various ways of travelling from ancient times up to the ascension of the first balloon, and J. H. B. gives a pretty little account of "A Vacation in the Country." There are two biographical sketches, one of Dr. Somerville, and another of Brancroft, the historian. Two bright dialogues come in this number; "Famous Battles" tells us of how Agincourt was won; and in the last paper on the "Lake Poets" brief sketches are given of Lloyd Wilson, and Mrs. Hemans. Beside these there are ever and ever so many shorter pieces, but best of all is the announcement of the ART PRIZES. The "LETTER-BOX" is teeming with news from the lively little correspondents all over the country. Several enigmas are given and many questions are asked and answered in the "SCHOOL-ROOM," and new ones are given out. All the departments are in working order. This number is just such an one as should be ready for the Golden Month. Only 50 cents a year.

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heavy board, bound in cloth of a pretty dark olive-green color, with neat gold lettering on the side. Most papers charge \$1.50 for them. We will send one, postpaid, to any subscriber for \$1.25.

THERE are those who esteem a scheme of education good in proportion to the difficulties it presents. There are those who would smooth away every roughness of the route; these are perpetually "showing" the pupil; everything is "explained," until there is no opportunity left for effort. The latter make a great mistake; teaching is not "showing."

THE subject of evil reading has only begun to attract attention to its wide-spreadness. The *Family Story Cyclopaedia* is a favorite among the servants; in it we notice two tales adapted to the market. "The Ghost in the Cellar" tells how a servant girl stole wines and food, and persuaded her employers it was done by a ghost. "Pretty Betty," tells how the charms of a kitchen-girl were the theme of discourse in the parlor, and finally ends off with her marrying a millionaire!

THE West has a just appreciation for the East. "Out West" they think teachers from "Down East" must partake of the general excellence that there prevails; they are warmly welcomed; they are preferred to home production. But they are frequently disappointed, they say, and ask us why. Probably, many "go west" for places to teach, who would be unacceptable at home; we have an over-population of young men and women who will teach and who will go west if places are full here. Why should they succeed?

THE teacher when outside of the school-room should be as much like other good men and women as possible. He may laugh, sing, row a boat, dig in a garden, exercise in a gymnasium, or lead in a prayer meeting if he chooses. Let him drop his trade mark as soon as he gets outside of the school-room. Let him stand fault finding as other people do; he is immaculate—or he thinks so—in the school-room, but not outside of it. Let him be a member of society, know what society wants, and do his part, dignity or no dignity. In other words be a teacher in the school-room and there only.

THE strikers have failed again. They say there are too many miners, peddlers, piano makers, etc. They propose to limit the number. The same trouble exists in educational matters; there are too many teachers—that is, of those who want to get a living by teaching. Every girl when she gets to be sixteen years of age is ready to teach school; every young fellow that has spent a few months in an academy or high school, is ready to teach school. The good natured, taxpaying, tradition-following public is ready to have them and so the end is as far off as ever. Here is a problem to solve.

THE essential business of a normal school is to train pupils, not in the power of thinking their lessons, but in thinking the thinking of their lessons. The pupil should make his own power of learning the object of his thought. The fact is potent that unless normal schools can and do demonstrate to the satisfaction of the public, that they have a work, a way, and method peculiarly their own and fitted to their special purpose they must go down. I owe them too much and have lived too long in and for them not to feel their interests to be personal. If they fail to hold the sympathy and support of the public, they will do so, because they make themselves non-professional and lose their right to exist in so doing. The public desires to know that they have a special work and are doing it.—MISS ANNA C. BRACKETT.

THE eight normal schools of New York State should send out each six months of the year about 400 graduates, that is from the highest class; about 200 from the next highest class with certificates that would give them power to teach for one year; about 200 from the next highest class with certificates giving authority to teach for one year, and 200 from the lowest classes with certificates giving authority to teach for six months. This would be one thousand teachers in all each year, some fully and some partly prepared; this is not too much seeing the state expends \$160,000. Let it be remembered that the normal schools claim they are not to be measured by their graduates alone; that many of their undergraduates teach. All that is here proposed, is that the undergraduates shall as well be fitted to teach as the graduates; that is, that the pupil shall begin to study and practice the art of teaching as soon as he enters the normal school, so that if he leaves the school an undergraduate, he will have received training in the art of teaching.

THE difference in the methods employed by teachers depends very greatly on their definitions of education. One says "education may be defined to be the preparation of men to fulfill in the best way their duties in life." With this before him he lays out grammar as a study, for the reason that the pupil will talk and write and hence must do it correctly to be understood; arithmetic is added for the reason that the pupil will buy articles and must know how to compute properly or he will be defrauded.

geography is added because the pupil must know where Boston, New York and Philadelphia are, so that he can travel there if he needs to go, etc., etc.

Another declares "education is the development of the mental and physical powers in accordance with the laws of those powers." He prescribes the study of language, because by it thought is expressed; of arithmetic because by it the attention is held and the judgment employed; of geography because it tells of the outer world which is fitted by the Creator as an educator to the human powers. It makes a world of difference, it will be seen what the primal conception is.

In many educational journals this sentence is to be found under the head of "important suggestions." "Cultivate the faculties in their natural order; first form the mind, then furnish it." The man who invented that did a clumsy thing, but those who copy it are worse. Who can "form" the mind? Not a man of you. It is not a piece of putty that you can mould, nor even hard steel that you can file. You cannot "form" it. And you cannot "furnish" it either. You may possibly induce it to prefer some things to others, but no more.

DR. CROSBY says of the election: "I make no apology for meddling with politics. I am an American, a citizen and native of New York. I never sold my birthright. When great moral crises arise, I will not hesitate to speak as loudly as I can for the truth. The election of the present Republican State ticket would be the endorsement of bribery, fraud, and the tyranny of the money power. No consideration whatever can justify this. Fortunately the Democratic party have given us candidates of the very highest character, whom we all can respect and support without any qualms. By their election not the Republican party, but the miserable, dirty wire pullers, will be defeated, and a blow will be given to Monopoly, Greed, Trickery & Co., under which they will stagger to their holes.

THE phrase "in this connection" is bad English, because the noun means, according to Webster, "union," "alliance," "connection," "correspondence," or "family," but not a series of facts or ideas. Webster's Dictionary says it is "much used in the United States, but not often employed by the best writers in England." Webster should have added that, however much it may be used in this country, it is never employed or tolerated by good writers anywhere, except when their style lapses into culpable slovenliness.

The phrase "in our mid-t," "in their midst," is bad because strictly it means nothing. A number of persons collectively cannot be said to have a "midst" of their own. The expression, says Webster, is "contrary to the genius of the language, opposed to that of our best and most correct writers, and should be abandoned."—*Sun*.

TALK AND WRITE CORRECTLY.—Where is the reform to begin? I say emphatically, set about grammatical correctness, first of all. Watch yourself. Criticise yourself. Be intolerant with yourself. Say over the thing correctly till the mistake is made impossible. It would be no more discreditable to your training to finish a picture out of drawing, or to misspell the name of one of our Territories, or to mistranslate a line of Virgil, or to flat in music, than to confound the parts of speech in a morning call. "Awful handsome" and "horrid nice" and "jolly sunset" and all that pitiful dialect, coming of weak heads and early neglect, we shall have to bear with. An ill-natured bachelor reports that he has entered in his diary a thousand scraps of talk of young women overheard in streets and houses, of which seven hundred and eighty begin with "Says I," "Says he," and a hundred and twenty contain the combinations "just splendid," "stuck up," and "perfectly lovely."—*BISHOP HUNT*.

12 C. C. N.

FREE CANALS.—At the next election the people of this State are to vote whether the canals shall be free to the users, and supported by a tax upon the people or not. Both sides of this question will have its friends, and both sides will have some plausible arguments to support their position. There is but one question that really has any bearing upon the subject. The cost of supporting the canals—including repairs and maintenance—is about \$800,000 per annum. The equalized valuation of the real and personal property of the State in 1880 was \$2,637,869,238. This would make the tax for supporting the canals, if all were collected by tax, amount to three cents for every hundred dollars of assessed valuation, or thirty cents for each thousand dollars' valuation. "Commerce is worth more than tolls. The question is not what will give us more tolls but what will give us most prosperity. What will lead to the largest exports." So said Horatio Seymour. We believe with him that all things considered, the people will be best served and make the most money in the end by taxing themselves to make the canals free.

For the SCHOOL JOURNAL.

#### SUPERINTENDENT —

The new superintendent had been preparing for this position for a long time; a teacher in the district schools for several winters, then in college, then in the normal school, then as principal of a graded school. In all of these positions he had been a close student of education: he had read educational papers and books, but most of all he had studied his pupils. He was then a student more than ever; he felt he knew less than ever; the subject seemed greater than ever, and grander than ever.

The schools over which he was superintendent were all in one building; he was expected to teach and superintend, and at a small salary too. He found he had a heavy task, for his assistants were thoroughly discouraged. "I don't think we are doing much good," if said by one was said by all. "There is no chance to do well in this school," was another sentence. He called a teacher's meeting and said to them; My dear fellow teachers, I know you are discouraged; your salaries are low, but that is not what is the matter; your work is hard, but that's not it; you are held in low esteem, but that's not it either; you don't accomplish what you feel the children demand—and that's just it. I think we can roll off this burden if we pray and work. Let us do both, *both*, I say.

Then followed a conference, for he wanted to know the burden of each. "Too many pupils, too many classes, no time to look up the stray lambs, no time for growth, it was rush in, rush along; if a pupil didn't understand, don't stop but rush on until night, and then rush them out. The children get one fourth of the care at my hand they justly need." Why, it was a chorus—and then they added, "it won't do to complain, for the trustees tell us there are plenty of teachers who want our places."

"Yes," added one, "there are those who dare not be honest and who will promise to overcome all these defects—but it is impossible."

Supt. — took out his memorandum book and wrote

1. *Things to be changed.* The crowding so many pupils in a room; asking too much half-baked work of a teacher; not giving her time to do her work as she wants to do it.

2. *Things to be sought for.* There must be weekly conferences of teachers. The best methods must be introduced. The teachers must study education. They don't do it now, because they despise what goes by the name of education.

3. *The children's part.* The pupils must be interested; they are too mechanical; the rush and hurry has taken all the bloom off.

4. *The parent's part.* The people evidently care little, they must be interested. They must be got together and told what is needed.

A year passed by. A book agent visiting the town debated whether he could endure a second visit to the school. He rubbed his eyes when he

went in as though he thought a film was coming over them. He very soon discovered, however, that there was no deception about it; it was really the same school he had attended a year before, but so greatly changed that there was no wonder that he scarcely recognized it. Nothing was to be heard but the pleasant words of teachers and scholars, as they went over the lessons. It sounded somehow like the buzz and hum of a large bee-hive. Yes, it was like a bee-hive—only there were no drone bees—they were all workers. Even the appearance of the room had changed. Instead of a cheerless barn-like looking place, with its blank walls and bare floor, as it was a year before,—he now saw cheerful, pleasant looking rooms. Here and there, framed motto cards were hanging. The aisles, too, had matting on them to lessen the noise; it made a great change for the better. When he first entered, they were singing, and it sounded so differently from that which he had heard at the time of his first visit, that he couldn't help contrasting the two, and as he did so, saying to himself, "What an improvement! It is a real pleasure to listen to singing like that." He wondered what it was that could have wrought such a wonderful change in a year.

Just then he noticed a man who passed through the rooms, and listening, he heard him speak a few pleasant, helpful words to the teacher or scholars. This man's watchful eye detected the stranger's presence, and he was welcomed. That pleasant, but evidently resolute and determined man, was the superintendent. It is plain he had carried out the things he had noted in his memorandum book.

"What a work you have wrought here!"

"Say we; we have all done it."

Opening his memorandum book he said:

"I have prayed day and night for this school. I have thought of nothing else; my teachers have thought of nothing else. But how they work now! We meet every week; all read and study on the subject of education and the people, how interested they are!" This is not a page from a romance.

For the SCHOOL JOURNAL.

#### IGNORANCE OF TEACHERS.

The foundation stones of education are not very securely laid; in other words, the principles of education are not understood by teachers. The reason of this is, that a very large part of those who are teaching have never studied teaching long enough to discern a principle. The occupation is taken up accidentally; the so-called teacher expects every day to go into marriage or a more lucrative business, and like the foolish virgins takes but little oil. Time goes on, the bridegroom does not come and the oil gives out—but they teach on all the same.

Now it is a difficult task for such teachers to attain to principles; what they learn of education is a round of doing—"lessons are heard" and "order is kept," the "scholars are called in," they are dismissed and that is all there is to it. They do little or no *thinking* and soon their so-called teaching became a dull routine, yes, a hated routine. Some have the courage to say so, some have the consciousness to get out of the school-room knowing they are doing no good there, but most grind on. In fact they must in order to live.

This condition of things is exemplified in many households. There comes up the vision of the household of one who was a teacher until four years ago. She married and has two children; she knows nothing about housekeeping (as the state of her house declares) and yet she keeps house all the same. She will go on year after year in her new round without a single principle to guide her. She will cook the food and wonder it is so tasteless and yet give no thought to the art of cooking. Indigestion, ill health is thus spread over the land. This arises from a general belief that any one can cook, and keep house. A cooking school forsooth!

A very sensible woman, feeling that something was wrong in her school heard a lecture on the "New Education." The children were represented as happy, stories were read to them and all went off delightfully. Our teacher went back deter-



mind to read about geography, about animals, etc., etc. "The children" she says "were delighted; they listened to descriptions of the ice at the north pole, of the heat at the equator and I felt I had found the philosopher's stone." But when she came to question them about the names of animals and why they wore fur, and the names of the different countries, why they made a terrible mess of it. And, she concludes "I have tried the new education and found it a humbug; there is no way but to drill it in; if they understand it, well and good, if not, they have it and will understand it by and by, perhaps."

Need it be said that the last error of this woman is worse than the first. She with many others concludes that in the new education the teachers read stories, tell stories and make everything pleasant and there are no tasks for the pupil at all! And further, that the pupils by this method learn nothing exact. What ignorance! This is dense ignorance! Let it be distinctly affirmed that the pupils in such schools labor intensely, move forward rapidly, and acquire information that is exact. The new education is for the benefit as well as pleasure of the pupil. The trouble is that it is not understood.

### INDUSTRIAL EDUCATION.

As labor and industry are raised to higher planes and are more generally exercised among men, they serve not only to supply abundantly the means of subsistence, but to develop intelligence, quicken energy, and dispel vice, pauperism, crime and insanity. A good carpenter, blacksmith or shoemaker is seldom to be found in prison; still less, a good machinist or watchmaker.

An imperfect knowledge of a trade, or a poor trade, will keep thousands hovering over the verge of want and crime. The "tramp" comes from the poor workman, and the criminal from the tramp. Give, therefore, the rising generation a good knowledge of remunerative trades, and it will lift itself from poverty into competence, and that well ordered condition which is easily accessible to moral influences and will need no help from charitable institutions.

In the report of the Massachusetts Board of Charities we find: "Work commenced early in life is the most effective preventive of dependence and want. Idleness begets poverty, vice and crime. Industrial occupation of both body and mind are powerful antidotes to disease, insanity, and a disorderly life."

The most necessary and practical aim of the public instruction of children is to teach the masses, who must depend upon "the work of their hands," so that for want of skill and strength, or a sufficiency of both, they shall not fall so far behind their fellows as to drop into the rank of pauperism and crime. Our present systems of education, while they enlarge the ideas of men, tend also to make them more speculative and imaginative, and to create a distaste for manual labor of all kinds.

The cost of the depredations of property, the detection and detention of criminals, their trials, the cost of their support in prisons throughout the United States, and all the paraphernalia of criminal jurisprudence, might be set down at the least calculation, at \$500,000,000. Put this sum of money in industrial schools throughout the country, and it will give fifty dollars a head for every child in the land; whilst industrial education would give us, out of one generation of children, a cheerful, orderly, serviceable people, self-respecting, and respectful of law.

It is not enough for our schools to equip the pupils with fine words and great ideas, nor the refinements of taste and culture; they must learn how to be happy and successful at some work.

The Indians are changed for the most part, either into criminals or paupers as soon as our government begins to exercise any influence over them. Why is this so? Because our government takes no sufficient pains to instruct and civilize the children of the Indians or to give the adults the instrumentalities and means of self-support by regular industry.

Horace Greeley made the calculation that, in the various wars with the Indians, the average cost to the government of chasing and killing an Indian was \$100,000. The facts demonstrated in the Indian policy of the government, illustrate also the defects existing in the policy of government—State, local and general—which has been followed with regard to many of the children and youth of our country.

It is generally assumed that brutality and ignorance, idleness and dissipation, criminality and pauperism, are confined, for the most part, to the poor and uneducated class of the community. This is a great mistake. Such degrees of these moral delinquencies as come under the cognizance of law are chiefly confined to the poor and the ignorant; but there is a vast amount of brutality, idleness and dissipation, pauperism and crime, and an absence of useful and essential knowledge to be found among the so-called "higher" and governing classes in society. We use the term pauperism in this connection advisedly, for when a man or woman does not support himself or herself by fulfilling some useful and necessary function in society, either in administration or work, what is this but pauperism, without beggary?

When a man or woman "with the best intentions," does not know how to preserve his or her health, under the ordinary conditions of human life; knows much of books, but little of men; much about literature and history, but little of nature; is conversant with letters and languages, but knows not the alphabet of science or the elements of natural history—is there not here a very lamentable example of ignorance; an ignorance of things essential to human happiness and progress?

Ignorance does not signify the absence of knowledge on every and all subjects, but of such as are most essential to one's position, opportunities and obvious duties. Is not this kind of ignorance very common among what are called the intelligent and even "learned" classes?

It is from such ignorance that we must depend upon a well regulated system of schools to protect our children; for we cannot as parents teach our children everything.

The daily duties and necessities of the great mass of the people require what is called technical and industrial knowledge, and instruction in the use of tools, machinery and implements of all kinds, for carrying on the arts and industries of civilized life. Even scientific and professional education comes at last, in its practical application to life, to be merely the knowledge and the use of a specific set of tools or instrumentalities. The teacher, the lawyer, the doctor, the preacher, the artist, the poet, and the orator, have simply learned to use certain instrumentalities, technical in their character, to produce the effect and reach the end of these arts.

There is not a more helpless animal in the world than a man without the knowledge, the use, and the possession of tools or instrumentalities for work. In truth, knowledge is not power unless combined with the knowledge, use and possession of such tools. Hence this is the kind of training and instruction that ought to prevail in our common schools.—PROF. ZACHOS, Cooper Institute.

The saying "one swallow does not make a summer," is often applied to other than birds. It is said that one poem does not make its writer famous. In some cases this is true; but there are certain authors whose names are known in every household, through one poem each has written, although he may have written a hundred others. There is for Toplady, "Rock of ages," for example; for William Douglas, "Annie Laurie;" for Joseph Hopkinson, "Hail, Columbia;" for Fitz Green Halleck, "Marco Bozzaris;" for Samuel Woodworth, "Old oaken bucket;" for George P. Morris, "Woodman, spare that tree;" for Francis S. Key, "Star-spangled banner;" for John Howard Payne, "Home, sweet home;" for Julia Ward Howe, "Battle hymn of the Republic;" for Ethel Lynn Beers, "All quiet along the Potomac;" for Bret Harte, "Heathen Chinese;" for Will Carleton, "Betsey and I are out;" for Francis M. Finch, "The Blue and the Gray."

### THE SCHOOL-ROOM.

FOR THE SCHOOL JOURNAL.

#### REPRESSING BADNESS.

BY C. V. OLIN.

There is no getting over the fact that there are very many bad boys in the schools. In some they are in the majority, and this makes it very hard for the teacher to preserve order, and if he cannot do that they will not make progress. I have learned three things that have been of much service to me in dealing with bad boys:—*first*, they are always capable of learning.—*in fact*, they are really the smart boys of the school. *Second*, they are capable of being made into pretty good boys; I will not say they can be made as clean and nice as if they had never been tarnished. *Third*, they need a firm but robust treatment: the ordinary boy may be fed with "taffy," but these know too much.

1. *Avoid suspicion.* The bad boy knows he is bad, thinks you suspect him of it and keeps away, so there is quite a space between you and him. When you see a boy keep away from you draw him up to you; let him know that you depend on him to perform certain things just as much as the good boys. If you think a boy is bad, tell him so out and out; he will feel better and do better.

2. *Do not pick at boys who fail to come up to your standard.* "There you are at your tricks again," will not cure a boy who is pulling the hair of his neighbor; it may stop him just then, but you want to do more than that.

3. *Give plenty of work.* The cure for almost all badness is work, and many a boy that has been despaired of, has been reclaimed by putting him into a shop. Hence the crying need of industrial employments in the schools; but as these cannot be had, the teacher must make the class-work fill the gap.

4. *Get your boys to work with you.* I have two societies in a class of forty-five boys, one literary and one political. Each has its president and other officers; each meets weekly; each has committees to meet. Besides these I have committees on order, on improvement, on manners, on visitors, and six assistants; all these are chosen by ballot each week. There is a secretary and treasurer beside. All these make reports which are written in books.

Now for the aid these committees can give. I had two boys who were execrably bad. I brought the matter before the committee on order, which consisted of five boys, that committee reported a resolution condemning their conduct; the boys laughed; the school pressed the resolution; the boys laughed again. I said that the worst people liked the approval of their own companions, and asked the question: "Are you not doing worse than you think?" The other scholars now let them severely alone at recess, before and after school. This produced a decided effort to reform. Of course I was at work all the time myself, but I had the school at my back. In fact, I think that the scholars may powerfully aid in repressing badness.

5. *Keep a good, bright look out.* Badness is evidenced by small things, and these must be watched for. Vile words, lying, cheating, laziness, etc., must be attended to perpetually.

6. *Cultivate manliness.* "That is unmanly," will fetch many a boy down, yes, even when "that is bad," won't touch him. Boys ape men; to wear tall hats, carry canes, smoke tobacco, is, they think, manly. Try and have them imitate the virtues, not the vices of men.

FOR THE SCHOOL JOURNAL.

#### A FEW SUGGESTIONS

BY FRANCIS W. PARKER, Boston, Mass.

1. *In teaching never allow the class to know which one is to answer or read next.* The reason for this very important rule is obvious. Pupils gain mental strength by thinking how and what they should reply. When it is known who is to answer next, that pupil generally does the thinking, the others rest; hence a great loss of mental activity. Ask the dull and inactive pupils more questions than you do the others. If any eye wanders, bring it



back by a question. *Do not repeat answers.* Save your breath for something useful.

2. *Teaching reading by imitation is a very great mistake.* Reading is getting thought by means of printed or written words. If you get the thought and give it to the pupil, he does not get the thought by means of printed words; he gets it by the oral words, i. e. from your voice. Then if he imitates you, you cannot tell whether he has got the thought or not. The pupil may correctly imitate your emphasis and inflection without the slightest grasp of the thought. Thought controls expression.

Explaining, i. e. making the road level for children is probably the greatest mistake in teaching. The mind gains strength by its own activity. Explanation deprives the child of the privilege of mental action.

#### ATTENTION.

The power of attention should be carefully trained in childhood. It is one of the most important of the mental powers, for upon its activity depends the efficiency of each one of the specific faculties. Mental power is, to a large extent, the power of attention, and genius has been defined as "nothing but continued attention."

The following suggestions will indicate to the teacher the methods by which the power of attention can be cultivated:

1. Have pupils to observe objects closely.
2. Require them always to study with close attention.
3. Read long sentences and have pupils write them.
4. Read quite long combinations in mental arithmetic, and have pupils repeat them.

5. Mathematical studies are especially valuable in cultivating the power of attention.

The following suggestions are made to aid a teacher in securing the attention of his pupils:

1. Manifest an interest in the subject you are teaching.
2. Be clear in your thought, and ready in your expression.
3. Speak in a natural tone, with variety and flexibility of voice.
4. Let your position before the class be usually a standing one.
5. Teach without a book, as far as possible.
6. Assign subjects promiscuously, when necessary.
7. Use the concrete method of instruction, when possible.
8. Vary your methods, as variety is attractive to children.
9. Determine to secure their attention at all hazards.—EDWARD BROOKS.

For the SCHOOL JOURNAL.

#### OCCUPATION FOR YOUNG CHILDREN IN SCHOOL.

BY ANNA JOHNSON, N. Y. City.

In primary teaching especially, the greatest variety is desirable, indeed absolutely necessary. There cannot be too many objects used; among the cheapest, and those that can be turned to the greatest account, in the way of variety, are shoe pegs.

These may be distributed among the scholars. In the lowest grades in number, the children may be requested to put down a certain number of pegs, and be allowed to imagine them any article they choose, the greater the variety the better. Each one may be called upon to count his pegs, naming the article he has selected; as, one pear, two pears, or apples, birds, etc.

The children may first learn to count as far as five forward and backward, then to ten in the same way. They may place a given number of pegs on the desk, and add or take away a given number.

They may be taught to make up little examples themselves; as, John had two pennies, and his sister gave him two more pennies, then he would have four pennies, because two pennies and two pennies make four pennies; or, Susie had four kitties and two of them died, and she had only two kitties left, because two from four leaves two.

Thus their interest will be aroused, their attention gained, and all will be eager to recite.

Multiplication and division may be taught in the same way, and connected with stories, which will make arithmetic practical from the beginning.

It is advisable to teach the four fundamental rules to the lowest grades, first as far as ten, then twenty, and so on, increasing by tens, as they become capable. This gives them a concrete knowledge of numbers, which can be obtained only by the constant use of objects.

Lessons in form may be nicely given with the pegs; straight, curved, crooked and parallel lines may be made with them, also angles, triangles, squares, etc. After the lesson has been given the children may arrange the pegs alone, and copy on their slates.

Designs, as in drawing, may be made, windows, picture frames, chairs, trees, flowers, birds, houses, etc., also the letters and Roman numbers.

Children are much more interested in what they build and form for themselves. Their imaginations are lively, and they will readily picture in their minds the objects, no matter how rough or crude the representation.

The teacher may at first draw the outlines of the objects on the board, using short marks to represent the pegs. When the idea is gained they may work by themselves, and when called upon be able to tell something about the object, its material, use, etc.; or it may be relate a little story in connection with it.

#### LESSONS IN NATURAL HISTORY.

In Brazil cockroaches swarm in every house, despite the inroads of an army of spiders which sally forth from every chink to prey upon them; scorpions are intrusive and dangerous; a small, red insect called the "*mecumim*" is an intolerable annoyance; at a certain hour of the day the air is black with flies and mosquitoes; and ants are a universal plague. "The most destructive ant in Brazil," (says a recent traveler,) "is the *sanba*. It will strip trees of their foliage in a single night, and in many places orange trees cannot be grown for this reason. The *tocandeira* is a very large ant, the bite of which is poisonous and makes a painful sore. I was once rendered unable to work for a week, from a bite received from one of these ants. Some species travel in large bodies, marching in straight lines and never turning to the right nor to the left. If a house lies in the track of one of these marching bodies, unless they are completely exterminated they will pass through. Nothing will be injured, but every crack and cranny will be explored, and not a spider or cockroach will survive the visitation. They are therefore regarded as friends, and their advent is always welcomed. Go where you will in Brazil, you will meet ants. You live, sleep and eat with them—and eat them, too." To baffle them, he was obliged to keep his consumable articles on hanging shelves, the cords of which were soaked in the oil of copaiba.

For the SCHOOL JOURNAL.

#### HOW SHALL I MAKE MY SCHOOL INTERESTING.

BY HAZEL SHEPARD.

First of all: *to be interesting one must be interested.* It is useless to expect children to love to push on in their work if the teacher does not give them the lead. Children, with their fresh, young natures, are powerfully affected by sympathy; unconsciously they feel as the teacher feels. If they know that she is deeply interested, if they see, and feel that she attaches great importance to their learning—that she loves her work, and is happy when they succeed and pained when they fail; in short—if they see that every day she has her whole heart in the school life, the spirit becomes infectious; they catch the inspiration and are interested too. Such a teacher feels every morning that the work has grown more important than it was yesterday—that a new field is about to be opened which she only saw in the distance before, and for the working of which she must put forth the best that is in her. But as soon as one day is but a repetition of that

preceding it, let her be on the look out; there are breakers ahead.

The successful teacher must understand her art. She should not rely too much on having successfully passed her examination, nor upon "keeping up" as she goes along. It is impossible to start with a poor stock, and in the few over hours, keep up and in trim to teach each day's lessons as they come. She must have a good capital to begin with, both of knowledge and how to impart it; and then she must keep constantly adding to her reserve fund; every day going to her classes with fresh ideas either gotten by thought or study.

*Study*, here, does not mean a mere looking over the following day's lessons. This of itself is good; but a teacher needs to know more, vastly more, upon a subject than the text-book gives, or she intends to teach. By careful thought, she will have this so thoroughly her own, that the information, the explanation, the illustration will be ready to "lay her hands on" the minute it is needed, and just in the proper shape to use.

This does not come by study alone. It also comes by observation. The fact that you have actually seen this or that thing yourself, impresses itself very strongly upon young minds. And, if one has observed carefully she may have a great amount of information to give. Walks, rides and in fact everything—to one who will—can be made profitable to teach. Further than this: let no teacher disregard the advantages of companionship. Seek the society of those who are progressive; talk with them upon education, both in regard to matter and methods; and, while learning her art, a teacher will find, if she be a true one, that she has learned to *love the acquiring and imparting of knowledge* which is perhaps a key to the whole secret—if, indeed, success in teaching is a secret.

For the SCHOOL JOURNAL.

#### CIVIL GOVERNMENT.

BY A. S. H., Mich.

My order of exercises is so arranged as to bring my civil government class the last thing in the day, when the scholars are tired and restless, and teach it in the following manner. I have the class (comprising most of the school) organize *themselves*, as a republic with the President, his Cabinet, and Congress represented. They never have the Legislature department represented. They now make laws to govern the school, (to a certain extent) going through the regular form. Having made these laws, they begin as a caucus, appoint delegates, nominate county and township officers, then elect them, and swear them into office. These officers, elected from their own number, enforce the laws, which were made in the legislative department; when they know two departments of civil government. I now organize a court and have them try a case, according to law. Thus my school is a self-governing, a quiet, well attended, and interesting school.

You may wonder how they learn to do this work. They are ever on the alert to find out all they can, consequently each gets his lesson entirely out of school. Should they come to any proceedings, which they have not been able to find out I ask them how they would do it themselves. They generally have about the right idea, but cannot express it in words. By asking them questions and talking with them, they soon have the part clear to themselves and worded about right. In this manner my school learns civil government rapidly and thoroughly, for I think I can carry the school through this driest of studies in about five months.

**SCHOOL POLITENESS.**—A boy who is polite to his teacher and his school mates is likely to be polite to others. A boy who is lacking in courtesy in society will suffer for it through life. We say to every teacher, cultivate the habits of courtesy and propriety in the children so that they will deport themselves in a becoming and attractive manner. When one has a pleasant smile and a graceful demeanor she pleases, no matter how little she knows. The teacher should instruct her pupils in the outward form of polite demeanor. When they come in the morning be sure they salute you gracefully; and when they meet you in the street salute them as politely as you know how.



For the SCHOOL JOURNAL.

**"BORROWING ONE."**

BY LUCY A. YENDES.

I have found it takes too much logic, time and breath, to explain subtraction in the old way to young children. Besides, there then comes the question of *paying* what we borrow.

The simpler method is "take one, and as it is of the next higher order, it is worth ten of this: now we can subtract." That is easily comprehended—and if the children are very young, I do not even use such terms as "subtract, order of units," etc.; substituting "take away."

To help them "see through" the ten-fold ratio of the order of units, I have used pennies, dimes and dollars; and as they know the relative value of these, it has helped many a little brain to comprehend the fact that "one of a higher order is ten times as great as one of the next lower"; and that "it takes ten of any order to make one of the next higher." We do not use enough of these simple illustrations in our work. We are too easily content to teach barren facts—and some of them are wonderfully barren—like the pedagogue so faithfully delineated by Dickens, Thomas Gradgrind, Esq.

**BOTANY LESSON.**

(ADVANCED CLASS.)

**TOBACCO.**—Tobacco belongs to the *nightshade* family, to which belladonna, or henbane, both deadly poisons, also belong. "*Nicotiana tabacum*" is the botanic name of the common tobacco. Gray describes it as a "rank, acrid narcotic." No other member of the nightshade family has so active a poison as the *nicotiana*.

There are few more deadly poisons known to chemistry than nicotine—the essential oil of tobacco. One of the encyclopædias in describing it says:—"It is a nauseous and poisonous weed, whose only properties are pernicious." Dr. Bigelow's *American Botany* says, "There is no plant which has less to recommend it." Koefner ranks it with the "strong vegetable poisons." Chambers' *Encyclopedia* says: "The nicotine, or oil of tobacco, is known by experiment, to be highly poisonous." Dr. Brodie, by experiment, found that two drops of this oil, on the tongue of a cat, produced death. In some experiments, to determine the relative strength of the alcohol and the tobacco poisons, before the students of Milton College, the professor procured two dogs of about equal physical strength. On the tongue of one was put two drops of the undiluted alcohol, and on the tongue of the other the same amount of the oil of tobacco. In the former dog, life was extinct in five minutes, while in the latter, it was extinct in three minutes—conclusive proofs that both substances are deadly poisons, and that tobacco is the most destructive. In another experiment, one drop of nicotine, on the tongue of a cat, produced instantaneous convulsions, and death in two minutes. The most extended and careful scientific research has proved beyond all doubt, that tobacco is one of the most active of all poisons, the most intoxicating of all intoxicants.

**DIARY OF EVENTS.**

Oct. 12. The strength of the Egyptian army will probably be reduced to 10,000 men.—The French are preparing for a campaign in Tunis during the winter.—The companion of Overdunk, the Austrian bomb-thrower, has been arrested in Italy.—Four huge tidal waves rolled upon the beach at Panama the day of the great earthquakes, destroying several small villages and drowning about 70 persons.—The steamer Herder, caught in a fog, went to pieces near Cape Race. All the passengers are safe at St. John's, N. F.—An industrial fair by the colored people of North Carolina was formally opened at Raleigh.—At Pine Bluffs, Ark., a man died from eating a watermelon, in which he had placed poison for the benefit of garden thieves.—The tenth congress for the advancement of women met at Portland, Me.—Considerable excitement is felt in Lee County, Ala., from the threatened upris-

ing of the negroes of that county.—Yellow fever is abating on the Rio Grande, and a more malignant type of the disease is developing at Pensacola.—Pres. Arthur, received a very enthusiastic reception in Boston.—Several trunks containing valuable goods were seized on the arrival of the *Bothnia*, because no duty had been paid.—A movement in favor of free canals in New York is going on.—A number of graduates received certificates at the recent commencement of the New York State School for Training Misses, in Brooklyn.—The Democratic party in Ohio has elected thirteen, perhaps fifteen, of the twenty-one Congressmen.—The centennial anniversary of Daniel Webster's birthday was celebrated to-day at Marshfield, Pres. Arthur and other distinguished men were present.

Oct. 13. The subject of starting a factory to give occupation to Jewish immigrants is under consideration.—Diphtheria is raging as a scourge in some parts of Virginia.—Viscountess Stringford has established a hospital for the Egyptian wounded, and the Khedive has given her 80 beds from Arati's house.—The Lighthouse Board have decided to place electric lights at Hell Gate. The tower will be constructed of iron, 250 feet high, and the light will be of 20,000 candle power.

Oct. 14. It is feared that the Asiatic cholera from Egypt and India will spread into Europe.—Intercession is being made from England for Arabi Bey's life; the Khedive and his ministers are in favor of his execution.—The bodies of thirty-six persons have been discovered, who were drowned by the overflowing of the waters during the cyclone at Cuba. Contributions for relief have been made up in Spain. Why there?

Oct. 16. During a storm in Fairfield, Iowa, wild ducks gathered about electric lights in great numbers, extinguishing all but one, and demolishing several globes. Nearly 200 ducks were picked up.—Mr. Parnell's new policy for Ireland is conservative. The Land League is broken up, and the making of Ireland into a nation once more, is the great question of the day.

Oct. 17. Freezing weather has set in in Russia; the Volga and Kama rivers are closed to navigation. What conditions that make it so cold?—Pres. Arthur took his son to Princeton College, and was received with great enthusiasm by Dr. Cosh and all the students.—Lieut. Danenhower began a account of the Jeannette's cruise before the Board of Inquiry in Washington.—Further investigations in the Star Route conspiracy makes the matter seem deeper than ever.

**HOW THE HOUSE WAS CLEANED.**

CHARACTERS: Mr. Brown, Mrs. Brown, Bridget.

[Mr. Brown is in a room, with desk or table, papers, etc. He walks up and down and gesticulates.]

Mr. Brown. Misery and house-cleaning go together! The house is upside down from garret to cellar. Everything is in disorder; nothing in its place; windows wide open; floors damp; walls smeared with lime that smells enough to make you sick, that rubs off everytime you touch it. Wife calls it cleaning the house, but I call it more of a regular out and out upsetting, to set to right again. For my part, I'd rather have a little dirt than so much lime and water. But this room is sacred and secure from mop and brush. I am safe here in my own private office, and one place, at least, shall remain as it is; no whitewashing shall be done in this office this season. Perhaps she has not thought of it; for she has not mentioned it. (Steps heard outside.) I hear Mrs. Brown's steps now coming. She has, I expect, returned with another bushel of lime.

(Enter Mrs. Brown and Bridget, with pails, brooms, brushes, mop, etc.)

Mrs. Brown. Now, Mr. Brown, we want to clean this room this morning.

Mr. B. This room don't want any cleaning.

Mrs. B. But it must be cleaned this spring. You know I let it go over last year to please you.

Mr. B. Let it go again. It's just as clean now as it was then, I'm sure. It's been swept at least every day, and about once a week you've gone over every inch of the walls to sweep down the cobwebs. I never saw any cobwebs on the wall, and what's more, I don't see how any dirt could be left to clean now after a sweeping every day in the year.

Mrs. B. See how black and smoky the walls are; and the windows are fairly curtained with dirt.

Mr. B. Indeed! I don't see any dirt. I think they are very clean.

Mrs. B. Clean! Men never know when there's dirt around; they would live like pigs if it wasn't for their wives. But I want the house clean, so that I won't be ashamed to have a woman go through it. So you must put up your paper and go away, for I am in a hurry, and have no time to argue with you.

Mr. B. You can't clean this room. I won't have it done.

Mrs. B. But it must be done, I say.

Mr. B. You shall not do it, I say.

Mrs. B. I will do it. I won't live like a pig.

Mr. B. (Rising from his chair.) Ma'am, this room is my own private office, and is not to be whitewashed. You will please take up your things and go. I have important writing to do this morning.

Mrs. B. Mr. Brown, this is to be whitewashed. You will please take up your papers and clear out. (Calls.) Bridget.

(Bridget enters.)

Mr. B. (To Bridget.) Bridget, take out these pails.

Mrs. B. Bridget, leave them alone.

Mr. B. Bridget, do as I tell you.

Bridget. Indade, mum, how shall I obey you both?

Mr. B. Obey me; I am master of the house.

(Bridget takes up a pail.)

Mrs. B. Bridget, set down that pail. (She puts it down.)

Mr. B. Carry those things out. (She takes the pail.)

Mrs. B. Set down that pail this instant. (She puts it down.)

Mr. B. Take it out, I tell you. (She takes hold of it.)

Bridget. Indade, indade it's taking up and setting down the pail I am the entire time. (Points.) There shure, ma'am, is Miss Johnson coming up the walk.

(Exit Mrs. B. and B.)

Mr. B. Glory, hallelujah! (Sets pail outside, and kicks over the brushes, brooms, etc., getting entangled in the latter, tumbles down.) Now I'll attend to business. (Sits down and writes. A knock is heard.)

Mr. B. Come in. (Enter Smith dressed up as a soldier.) Smith. Good morning Major Brown. Have'n't you heard the news?

Mr. B. (Jumps up.) What is it?

S. Why, the Governor is coming to town, and Company A is turning out; the Captain sent me to tell you. Now rig up in double-quick time.

Mr. B. (Rushes about.) Hand me my coat. (Puts on his hat.) Why, I wouldn't miss being there for any thing. Hand me the sword. (Looks in the glass.) All right; forward, march!

(Exit.)

(Enter Mrs. Brown cautiously.)

Mrs. B. Yes, he's gone; tell me men don't care about the looks of things! How he fixed himself up with rooster feathers (contemptuously) on his head. He'll strut up and down in the mud —, but now I'll clean the room. (Calls Bridget. Enter Bridget.) Now, then, for the whitewash. (They pitch books, hats, and boots into baskets and bundle them out.) Men complain they can't find their things after we have whitewashed, but (pitches more things into baskets), I don't see any reason why. (They sweep, whitewash, etc.)

Bridget. There, mum, that's as clean as a pin.

Mrs. B. Yes, that will do. Seems to me I hear the band playing.

Bridget. (Looking.) And shure, mum, the company is marching by, yes, and Mr. Brown is coming in with his sword in his hand. Och, mum, he'll murder us. (Rushes out followed by Mrs. B. Brown enters)

Mr. B. Hallo, the women have been here; and—and I must say it looks decidedly better. But where are the papers I left on the desk—there were checks and receipts. (Goes to the door and calls.) Mrs. Brown, where are the papers that were on my desk?

(Mrs. Brown's voice is heard in the distance saying: "They are all in the basket in the wood-house." Exit Brown.)

**TO MAKE BATTERY CARBON.**—A finely powdered graphite mixed with an equal weight of sulphur free from carbonate, and heating the mixture in a crucible until all the sulphur is fused. The temperature, however, should not be raised over 200° cent. When the mass is fluid it is poured into a suitable mould of metal and a stout copper wire is inserted to serve for an electrode. Its conductivity is practically as good as that of the best retort carbon, and as it is more electro-negative than simple carbon.

## THE TRUSTY BOY.

FOR RECITATION.

"Who knows a boy, a trusty boy,  
A live lad—not a dunce—  
Whom I with safety may employ?  
Said gallant Sherman, once.

Stepped forth a brave old soldier then—  
His beard and hair were white:  
"There's wideawake and bright-eyed Ben,  
Quick, trusty, sharp of sight—

"A poor, sick widow's only joy;  
He bears his father's name."  
"Send for him!" So the widow's boy  
To Sherman's quarters came.

"My little man, I've work for you,  
You're trusty, I've been told,  
The pay shall be, if this you do,  
Both honor and bright gold!"

A packet in his hands was laid,  
Instructions quickly given;  
"Be off," the busy general said,  
And back here, sharp, by 'leven!"

Then forth sped lively little Ben,  
Intent, alert and spry,  
"I may not reach the post, but then  
I can most bravely TRY!"

So, on and on, with wary eye,  
Along the Rapidan,  
Tho' black clouds swept across the sky,  
With lightest tread he ran.

By leaping bog and bush and rail,  
A sorry garb he wore,  
When, back again, both tired and pale,  
He stood at Sherman's door.

"Well done! well done! my trusty boy!  
The mission's safely o'er;  
You are indeed a noble boy—  
God bless you evermore!"

And speaking thus, the general wrote,  
A bright smile on his brow;  
Then said, "You'll bear this little note  
To your good mother now."

And when she glanced that missive o'er,  
Her eyes did quickly fill;  
She murmured, "God be praised once more—  
He feeds the needy still."

Now, boys, like Benny, strive to win;  
Be trusty, brave of heart!  
No room give idleness or sin,  
Act well in life your part.

—GEO. B. GRIFFITH.

## LIVE WITH A PURPOSE.

A DECLAMATION.

Live for some purpose in the world. Have a part to act and act it well. Fill up the measure of your duty to others. Conduct yourself so that you shall be missed with sorrow when you are gone. Multitudes are living in such a selfish manner that they are not likely to be remembered after they once disappear. They leave behind them scarcely any trace of their existence, and are forgotten almost as though they had not been. They are, while they live, like one pebble lying unobserved among a million on the shore; and when they die, they are like the same pebble thrown into the sea, which just ruffles the surface, sinks and is forgotten, without being missed from the beach. They are neither regretted by the rich, mourned by the poor, nor missed by the learned. Who has been the better for their life? Who has been the worse for their death? Whose tears have they dried up? Whose wants supplied? Whose miseries have they healed? Who would hasten to unbar the gates to readmit them to existence, could it be done? What faces would greet them back again to our world with a smile? The man who does no good, gets none. Selfishness punishes the man who nourishes it. He who thinks only of himself loses the best part of life. Life is worth living, when it reaches other lives, when it becomes a part of the universal life. Money is valuable when it circulates and is part of the great current, so life is valuable when other lives feel its power and goodness.

Love without return is like a question without an answer.

## EDUCATIONAL NOTES

## NEW YORK CITY.

G. S. No. 3.—Engineer Melville lately visited this school and made a brief address, in which he said that his own earliest instruction had been received at the school, and that he looked back to the days he had passed there as the happiest in his life.

N. Y.—Columbia College opened this year with a freshman class of about 100 pupils. The study of Anglo-Saxon, formerly an elective study for the sophomores, has been made a required study for the junior class and an elective for the seniors. The new building fronting on Forty-ninth street must be completed so that the Law School may be moved into it about Jan. 1, 1883.

## ELSEWHERE.

PHILA.—Supt. N. A. Calkins has been invited to give three lectures before the Teachers' Institute of Philadelphia, on the third Friday evenings of Oct., Nov., and Dec.

MEADVILLE, PA.—Supt. Chamberlain holds an Institute at this place, Oct. 23-27. Hon. Henry Houck and Prof. Heiges are the conductors. A good program has been prepared.

BOSTON.—A course of ten lectures on Pedagogy is to be delivered by William T. Harris, LL.D., at Wesleyan Hall, commencing at 10 A. M., Saturday, Oct. 14, and continuing for ten successive Saturdays.

The fifth year of Wellesley College has opened with application for 475 pupils, more than can be accommodated.

More than \$3,000,000 have been given to Harvard College within the last ten years, and the president now calls for as much more. The income of the college is now half a million, which is only half that of Oxford.

IOWA.—Hon. W. E. Dodge of New York, has given \$6,000 to Iowa College, at Grinnell, which was destroyed by the cyclone in the summer. The building erected by the Alumni is rapidly growing. Work has been begun on the new West College. Plans for Central College and Ladies' Hall are not yet decided upon. Nearly all the old students are present, and a large number of new ones. Handsome gifts have been made to the scientific departments by Consul Byers of Switzerland, and Hon. Geo. H. Corliss of R. I., Messrs. Mills and Abdile of Des Moines, have made up a fine collection of books for the College library, gifts of publishers.

PA.—We have the circular of the Cumberland Valley Normal School, located at Shippensburg. It tells us the building is 260 feet long and steam-heated, that the apparatus is ample, that board costs \$5 per week, and that those who declare their intention of teaching at the outset shall have 50 cents from the State, and if on graduating he agrees to teach for two years, he will have \$50, but it says nothing about the practical preparation for teaching it will give to the student. Does it fit all who stay there even a term to teach? If not, ought it not to do so?

Supt. Speigel of Westmoreland Co., holds his institute Dec. 18. John B. Gough will lecture; Prof. Raub is an instructor.

MO.—The Carthage schools under the charge of Prof. D. Matthews, who evidently is the right man in the right place, are making special efforts to reduce tardiness and absence to a minimum. During the first five months of last year there were 985 cases of tardiness. Beginning with the six month, an organized effort was made to change this course of things, and during the last 18 weeks of the term only 195 cases occurred. This month the enrollment has been 1,096, the attendance 935, the per cent. of attendance 97, and the number of tardinesses 31. This shows that the arch enemy can be overcome. Prof. D. must tell how he does it.

BROOKLYN.—Edward Rowe, who recently resigned his office as member of the Brooklyn Board of Education, has concluded to withdraw his resignation. He sent a letter to Mayor Low, in which he says: "To the solicitations of friends, as well as of strangers, I have been able to maintain my determination, but the pleadings of the children are too much for me, and I therefore withdraw my resignation, and shall again endeavor to do what I can for the cause of education in our city."

The Board of Education appointed William H. Maxwell as Assistant Supt. of Schools. He has been in this country about seven years, was born in Ireland, graduated at the Dublin University, and has been assistant editor of the Williamsburg Times.

WHEELING, W. VA.—We have no high school, but in each ward there is an elementary and a grammar school. The elementary school is divided into the A, B, C and

D divisions, each division having at least two grades. The grammar-room embraces a four years' course, the boys and girls entering it at the age of from twelve to fourteen years. It embraces, above the common school branches, algebra, geometry, rhetoric, philosophy, chemistry, physiology, literature and the science of government. A superintendent of schools presides over the entire educational work of the city. His salary and that of the principals is \$1,100 per year. The teachers' salaries range from thirty six to sixty dollars per month.

CONN.—Henry Ward Beecher and United States Senator Orville H. Platt, of Connecticut, will deliver addresses at the unveiling of a monument to the late Frederick W. Gunn, at Washington, Conn. Mr. Gunn was a well known teacher of boys at that place, where he established "The Gunnery" school. He so thoroughly gained the esteem of the boys that his pupils formed an association to honor his memory by a monument and a memorial book. Senator Platt was one of Mr. Gunn's earliest pupils and Mr. Beecher had several sons under his instruction. The book will be illustrated by W. Hamilton Gibson, the artist, who spent several years at "The Gunnery."

The report of the Middleton schools says: The per cent. of attendance is 896, and that 95 in all grades should be obtained. Who can do better than 89? "The competitive marking system is pregnant with evil and may affect injuriously the health of many."

IOWA.—Few schools are growing as rapidly as the Decorah Institute. The attendance has doubled in two years: 393 is the enrollment for the past year. What other school in the state can show a like growth? Prof. J. Brickenbridge has many young men in training as teachers and takes a deep interest in their progress; he counsels them to read the SCHOOL JOURNAL. Such a man will do a world of good. He does not stop with "being principal of a school."

The teachers of Davis Co. met at Supt. Dooley's office in Bloomfield, Sept. 16. Ten townships were represented; five not; two of them sent reasons of absence. A plan of organizing was adopted. Six township organizations were founded—those to meet on Saturdays, once in three weeks at least. All the town organizations to hold a county meeting assembly.

The Marshalltown Times Republican publishes a number of letters written by pupils in the Liscomb schools to Supt. W. W. Speer. They are interesting and the plan is a good one. Why not have the pupils tell in the paper what miserable shanties they are shut up in for six hours per day, etc., etc. Isabel Trossee says:

"Stick laying and paper folding have been introduced. The scholars manifest an interest which the never had before. The work is entirely new to most of them, and and they are busy all the time. When they are tired of studying, other work is given them. It pleases them to think they can bring natural objects to school and talk about them. Most of the parents are well pleased with the school. The children are so interested I do not see how they could be otherwise."

"Our teachers are working for the interest of the school. And they are determined to have success."

Nora Hall, aged 15, says: "The moulding in clay was opposed by the Board of Directors, but we still hold to what is right. The adding-chart will probably be adopted by the School Board."

"We have used the real object, or nature, and not abstract words. For the physiology class we have bones form different animals."

## FOREIGN.

FRANCE.—The Compulsory Education act went into operation Oct. 24, the opening of the scholastic year, and the walls for some days before were covered with placards from the mayors requiring the parents of children between six and thirteen years of age to state their choice between home education or schools, and if the latter, what schools.

ENGLAND.—A school is to be established at Leicester for special instruction in the technology of spinning and framework knitting. The increasing number of technical schools in England marks the decline of the apprenticeship system. One of these schools has just been opened at Bradford, and another will shortly be erected and fitted at Bristol, at a cost of \$700,000.

GLASS shingles are now being made for the roofs of houses by a firm in Pittsburgh, Penn. They are better than slate, because they can be laid flat, and riveted together so that the wind cannot blow them off, and they can be stepped on without being broken. As a glass is a non conductor of electricity, houses thus shingled might need no lightning rods.



## LETTERS.

I for one say yes, a thousand times yes, in respect to the educational notes and extracts from letters. I presume many of your readers are like myself, nothing but "country school-ma'ams," and have felt as I have, that they could write nothing that would be of interest and much less profit to others. But I have decided to tell a little of what we did in our school the present summer. The walls of our school-room were bare, white and staring with nothing but pencil marks to relieve the monotony. During the summer I asked the pupils to bring leaves of trees, and shrubs, as many kinds as possible. These we pressed. A trip to the woods resulted in our getting a nice collection of ferns, which were also pressed. Several of the pupils brought window glass of different sizes and any spare paste board boxes they chanced to have. With the assistance of the older pupils the pasteboard was cut to fit the glass, the leaves arranged in different ways fastened on with the white of an egg; the glass placed over and the whole bound with some bright colored paper. By placing heavy books on them, in a short time they were dry and ready to hang. Or the ferns we made a motto. Using the back of an old discarded picture, we marked the word "Welcome" in large letters, and pasted the ferns on in form of the letters. To purchase a frame for this we brought our pennies.

I would like some one's experience in teaching History to beginners. In spelling, for pupils old enough to use the dictionary, I like giving them ten or twelve words and have them form them in sentences. At the recitation I pronounce the word and pupil writes the sentence he has formed. I made use of your "lessons on animals" and found the pupils much interested. In short the benefit I have received from the INSTITUTE has paid me over and over.

We think the paper ought to be devoted principally to the improvement of teachers. Now if you leave out the discussion of the latest improvements in methods of teaching we cannot see how you can accomplish this object. The "Grube Method," and the "Quincy System," should be thoroughly discussed, for the benefit of teachers; and yet when some one requested some information in regard to the Quincy System or movement, you excused yourself. Why was this? Your journal has many good features, and yet we think it might be improved, especially by incorporating into it, (all the late improvements) which may result in benefits to the teachers, and through them to the schools and the country.

(The JOURNAL has discussed the "Quincy System" pretty thoroughly; in fact it was feared that too much was being said; some think we give too much promise to the subject. All are not like A. M. L. We shall present the most advanced ideas on education in these columns.)

I allow my scholars to leave the room when they desire to do so, without asking; but always with the understanding that they are to lose ten minutes of their recess. I know that a better way is suggested in "School Management," in the chapter describing a visit to a well managed school; and I would give my pupils entire freedom in this matter if I could always know when they were abusing the privilege. Can you suggest any means of determining?

There are many ways. (1) Have every pupil put his name in a book, time when he went out and returned, number of minutes absent. (2) Have a monitor to take charge, who will report on the matter. (3) Keep a record yourself of the goings out, and by your oversight show that you are not deceived or humbugged.)

Can you tell me any way that I can improve myself in arithmetic at home this winter without a teacher. I am more deficient in that branch than any of the others, it always having been hard for me to understand. Any light would be thankfully received.

(First take Colburn's Mental Arithmetic, or any

mental arithmetic, and begin at the beginning. If you are at home, have some one read the problems to you aloud and you solve them. If you cannot do this, look at the book, see the problem, shut the book and then solve it. Pursue this steadily day after day, you will improve wonderfully. Take written arithmetic and solve the problems and give the reasons for each step. Let us hear further.—Ed.)

By all means keep up the Educational Notes, and let us have good extracts from your letters. I like your selections for memorizing very much, and hope you will continue to give us good selections in poetry and prose. The examination department is also an important feature. The essays on the different subjects are good, but many of them I do not agree with, but that arises from the fact that all teachers cannot be successful by using the same methods. I take two other monthlies, but I consider the INSTITUTE far ahead.

I believe in supporting our home educational paper —, though of course I would as soon think of teaching without a certificate as without the INSTITUTE.

(We do not object to any one supporting his home educational paper, if he does it freely; but we do object to forcing any teacher to do it. Many have written to us, complaining that they were compelled to take the "State" paper. A "State" paper is a humbug; don't be deluded. We advise every teacher to take the paper that will do him the most good. If he likes the home educational paper let him take it.)

A capital paper that of the 23d. I value the Educational Notes. Keep 'em up. Selections for Memorizing—chosen carefully; Calkins on Comparison,—first rate, as everything from him is; Gray on ventilation: the best thing, a *multum in parvo*; better than any formal teaching on Cubic Space and Properties of Air, etc. I must try that myself and get others to.

Please inform me where the Meisterchaft System may be purchased.

"Forward she fell with one long cry of more than mortal agony." How dispose of (or parse) the word *than*?

(In this case "than" is a comparative word and is associated with "more" to express the superlative degree. Usually "than" is a conjunction, but in the sentence "I am more than satisfied" it cannot be a conjunction plainly, nor in the above sentence. The two words "more than" are used together in an adverbial sense to qualify "mortal.")

I have just ordered a blackboard to be made for my use in the school-room, about 3 feet square, and to be used on both sides. Will you be kind enough to tell me what kind of paint to use on it?

(The "silicate," made by the Silicate State Co., corner Fulton and Church Streets, N. Y., is excellent: we have used it. Don't put on paint; it will not answer. You can put on this silicate. Write to them.)

Is there a work published on the Tonic Sol-Fa system in music.

(Yes, Biglow & Main, of this City, publish a journal devoted to it, and several books. Address Mr. T. F. Seward, care of Biglow & Main, as he is the best representation of the system in this country. It is sure to go.)

I adopted the suggestion in the May number to secure punctuality, with success. Cards can be got for the purpose, of G. P. Brown, Beverly, Mass. I was asked (1) why the dirt dug out of a hole cannot be got into it again. (2) Why a drop of water from the height of a house will almost produce a blister, when a drop of rain from a greater height does not.

The Oct. number of the INSTITUTE is brimful of practical matter. Every one seems better than the last. In reply to questions regarding the "educational notes," I would say yes, *every word weighs a*

pound. To say it is the best teacher's assistant I ever have seen, is the least I can say.

Mrs. H. S. F., Belvidere, Neb.

I shall use the COMPANION in school part of the time. It is such a spicy paper that I think it cannot fail to interest and instruct the pupils more than their reading books. I find the INSTITUTE helps me to keep pace with the times.

Washington disbanded his army, Nov. 3, 1783. Officers met at N. Y. and parted with him Dec. 4, 1783. The last survivor of his army died in Ohio. What was his name?

(Cannot give name. The address is long and not suitable for an educational paper.)

Can you direct me where I can procure the books on first lessons in kindergarten instruction, also please send to me the SCHOLARS COMPANION and FIRST TEACHING, a copy of each.

Please give me the name of the publisher of a book of Anecdotes, and oblige a patron and subscriber.

("A Century of Anecdote" is one of the best volumes. It is published by F. Warne, London. We send it for \$1.00 postpaid, or four subscribers to the COMPANION.)

Please to give me the name of a good volume on School Law, also Practical Arithmetic.

(C. W. Bardeen, of Syracuse, publishes a very good one; for practical Arithmetic address the publishers represented in our columns; there are many very good ones.)

I noticed in the last copy of the SCHOOL JOURNAL an article on the Meisterschaft system. Will you please inform me where I can get text books containing the method?

(Published by Estes & Lauriat, Boston, Mass.)

I would like very much to know the author of these lines: "And these I see—these young lives, etc.;" that are on the title page of the SCHOLAR'S COMPANION.

(They are from the pen of Walt Whitman.)

I find among your Educational Notes many little hints and suggestions that are almost an inspiration, certainly they are valuable. I hope you will continue them.

Please keep up the Educational Notes, and particularly the "extracts from letters," as they are one of the most valuable features of the paper.

If you discontinue "educational notes" and extracts from letters, I'll discontinue taking the JOURNAL. You attempt anything of the kind at the "peril of your hazard."

By all means keep up the "educational notes." We find them serviceable. We also like to have extracts from the letters.

I think every number appears better, and wish to thank you for the benefit I have received from it. The COMPANION is an excellent paper for pupils.

Please publish address of a firm to which I can send for Prof. Adams' "Grammatical Diagrams and Analyses."

No live reader of the JOURNAL is willing to do without the Notes and Extracts from Letters.

I read several educational publications, but for practical benefit, I think, the INSTITUTE excels all others.

I never saw a better work for children than the COMPANION.



## FOR THE SCHOLARS.

## WHAT CAME OF A SPRAINED ANKLE.

Bessie Van Doren had been home from school two months with a sprained ankle. At first the sprain had not been serious, but Bessie was anxious to use the foot before the doctor told her it was quite safe to do so, and the result was six weeks more on the sofa. If Bessie had been a lazy little girl, perhaps this would have been pleasant; but even the laziest little girl might have found it tiresome after eight weeks, and Bessie, who was "always up to something," found it not only tiresome but lonesome.

At first, her mother gave Bessie a great deal of her time, read to her, sang pretty songs, told stories of her own school-days and girlhood—until the pile of mending on mamma's table grew taller and taller, and the clean clothes in the bureau drawers fewer. Baby May needed one person's attention, and the mother must take many steps for her. Bridget in the kitchen found it hard to get along without Mrs. Van Doren's management, and things began to go crooked all over the house. Then Bessie was thrown on her own resources.

"Try and amuse yourself the best way you can, dear," said her mother, "If there is anything you would like, papa will get it for you. I know it will be hard to lie here alone, but be patient and you will soon be around again."

Bessie tried to be happy in different ways, as she lay on the sofa in the cosy sitting-room. She played solitaire until she was tired of the sight of the marbles; she read "Little Women" and "Eight Cousins" through twice; she made believe to sew, but that did not amount to anything, and she did not care for fancy-work. She was occupied all one day in writing letters to all her acquaintances, and on another she studied a page in her geography, and two in history. By this time Bessie felt as if she had done everything possible for a girl with a sprained ankle, and began to grow discontented. St. Nicholas arrived in time to cheer another day, and then came a holiday which one of her schoolmates spent with her. After this, Bessie grew unhappy; books, games, toys, sewing, even the funny sayings of the dear little baby sister did not make her smile. Mrs. Van Doren watched her anxiously, and suggested different things that she thought would make the time pass pleasantly.

"How would you like to have three or four of your schoolmates to tea, and have the table close to your sofa?"

"That would make too much trouble," answered Bessie. "No, I don't think I care for that."

"Suppose I borrow Mamie Brown's copy of 'The Peterkins,'" said mamma another time. "That is so funny you can't help laughing over it."

Even this offer, that before would have delighted Bessie, had no charm now.

"Oh, no, I don't care to read any more," she replied. This is the time where I began my story, by saying Bessie had been home for two months with a sprained ankle. It seemed two years to her. Just a day had passed, when a lady calling on Mrs. Van Doren, was brought into the sitting-room to see baby May.

"So this is the girl who hurt her foot a little while ago," she said, looking at Bessie. "What does she do all day?"

"That is what troubles her," replied Mrs. Van Doren. "She cannot find enough to keep her hands busy."

"Has she learned to draw?" asked the visitor.

"Bessie has had lessons at school for a year, but she has not practised at home very much," said Mrs. Van Doren, and they left the room soon after.

Bessie had listened with more interest to the conversation when it referred to her. It suggested a new idea. Drawing! why had she never thought of that before. She called Bridget, and told her where to find her drawing book and a box of Dixon's drawing pencils, a present from last Christmas, and very little used. The sight of the neat wooden case, with the nicely sharpened pencils, brought many thoughts that made Bessie's eyes brighten and her face happy. She had something to do now! With her drawing book on her lap, pencils and eraser near, she began to draw what she had been taught at school. She even practised the very beginnings, straight lines, slanting and curved, a whole page. Then objects in the room took her attention, and she tried to sketch mamma's rocking chair, the house May had built of blocks, and other things. Before Bessie knew it, the bell rang for tea, and she had only begun! The days seemed to fly after this. Bessie had something to look forward to, and she was so earnest over her drawing that she really accomplished a great deal. Her father

noticed her interest, and brought home to her leaves and flowers which she outlined, and before Bessie could walk to school again she possessed a pretty box of water colors, which she said "was worth having a sprained ankle to own."

At school, her practice showed itself when drawing from objects began, and the teacher was proud of her young pupil's skill, and tells Mrs. Van Doren, that with patience and study, Bessie may make nice pictures by-and-by with her paint-brush.

## FAMOUS BATTLES.—No. II.

## AGINCOURT.

Henry V. of England was in his youth very wild and dissipated. When the death of his father made him king, however, he dismissed all his evil companions and devoted himself to the government of his kingdom. Having secured the peace of England, he resolved to invade France. For almost one hundred years each successive English king had laid claim to the French crown. Henry thought a favorable time had come for establishing this claim and making himself monarch of both these great kingdoms.

The French king, Charles VI., was insane, and his realm was consequently in a state of terrible disorder. Henry landed at Harfleur with an army of about 6,000 men-at-arms, and 24,000 foot soldiers, mostly archers. The English archers were, you know, the finest in the world. Henry at once besieged Harfleur, took it, and began to advance into the country. But his army was much wasted by sickness and want of food, and he was obliged to retreat. He wished to reach Calais, which belonged to the English, but upon the plains of Agincourt he was opposed by a French army. The English army now numbered only about 15,000, while the French was 52,000.

The battle was fought on the 25th of October, 1415. The French were crowded together in a dense mass between woods. In this position the English archers discharged their arrows upon them with great effect. The French cavalry then advanced, but the ground was so muddy that they could do little, and all the while the arrows still fell upon them in showers. Soon the archers took to their bill-hooks and hatchets, and closed with their enemies, whose crowded ranks and heavy armour prevented either flight or defense. 10,000 were killed and 14,000 made prisoners, while the loss of the English was very slight.

Just at the close of the battle, an alarm was given of an attack in the rear. As the prisoners numbered as many as his whole army, Henry felt obliged to give orders that they should all be killed. He soon discovered that the alarm was false, however, and recalled his command, but too late to prevent great slaughter. The battle of Agincourt was one of the most glorious ever won by English arms. It was followed by terrible results for France. A very great number of the French nobility were destroyed, and it opened the way to the English for further successes. Henry's army was so much reduced that he necessarily sailed at once for England, but two years later he returned and married Catherine, the daughter of Charles VI.; he also caused himself to be appointed regent till the king's death, when he was to be the heir. He was never actually crowned king, however, as he died two months before Charles.

**TONIC SOL-FA.**—Tonic Sol-Fa classes will be organized by Mr. T. F. Seward, at the Grand Conservatory of Music, No. 46 West 23rd street, at 4:30 and 7:45 P. M., Monday Oct. 30. (We commend this enterprise, Tonic Sol-Fa is sure to go in this country.)

**THE COMET.**—The nucleus of the comet (Crul's comet) separated Oct. 8, into three parts. The tail is nearly twenty degrees long. The Smithsonian Institution has received from the Academy of Vienna the announcement of the discovery by Schmidt, at Athens, on the 8th of October, of a comet four degrees southwest of the great comet, with the same motion in right ascension and declination. Dr. Lewis Swift, director of the Warner Observatory, says the new comet discovered by Dr. Schmit is unquestionably a fragment of the great comet broken off at its perihelion passage. This proves that the great comet must have grazed the sun, and hence passed through a terrible crisis.

## "SLEEP SPLENDIDLY."

A gentleman in Memphis, Tennessee, who has been using the compound Oxygen treatment, in speaking of its good effects in his case, says: "I find my general health splendid. Work all day: no weariness at night except that caused by work. Sleep splendidly! Appetite best in the world. No cold since using the Oxygen." Our Treatise on Compound Oxygen, its nature, action and results, with reports of cases and full information, sent free. Drs. STARKY & PALEN, 1109 Girard St., Philadelphia, Pa.

**HEALTH HINTS.**—Study yourself. Find out what your own organization demands, obey the law thereof, and you will no more be sick.

A voracious appetite is a rampant devil. Where one person dies from the use of ardent spirits, ten die from gluttony.

Our habits are our virtues or our vices.

No man has a good brain whose stomach is not good.

Nature sits on her throne and rewards the obedient, and sooner or later avenges herself on the disobedient.

Love such a noble life that death shall be only a transition from this world to another.

At middle life we should reach a grand esplanade, where, in full vigor and possession of all our faculties, we could look forward to the Delectable Land and think what a grand thing it is to live.

Gluttons are not those who eat large meals, but those who eat frequently.

Health is wealth: wealth is well being: well-being is work: work is worship, and worship is divine.

To cure voracity of appetite, eat one thing.

There are no two substances known that can furnish better sustenance to the body and brain, than whole wheat unleavened bread, and cow's milk.

No man who eats salt has a natural taste; it spoils the nerves of taste.

The divine way of doing things is not to hurry.

The decaying processes are swift, the up-building ones comparatively slow. Sick people cannot get well in a hurry.

All disease is Nature's effort to get one back to normal conditions.—DR. JACKSON.

**F. W. DEVOE & Co's. Fine Art Room** on the second floor of F. W. Devoe & Co's. warehouse on the corner of William and Fulton street is devoted to a large display of fine art goods. The room is lighted on two sides by windows, and is handsomely fitted up with mahogany counters and cases. On the east side are cases of the finest mathematical instruments ranging in price from 25 cents to \$25 per set. Among the higher priced instruments are some of extraordinary workmanship, embracing everything needful for architects and draughtsmen. Here are circles, rulers, squares, triangles, and measuring instruments of all kinds. The case on the fourth side of the room is devoted to materials for painting photographs—an art that is growing daily in popularity. A counter is devoted to water colors, and one is surprised at the variety that exists. Some are placed on palettes, others in wood or tin boxes—many of the latter being very showy and expensive. The use of moist water colors is daily growing. Another counter is taken up with plaques, vases and tablets of all kinds. China, wood and shell are used for the latter; some porcelain tablet photographs are drawn to be afterwards colored. Another counter is taken up with drawing tablets made of paper for painting purposes. Another is devoted to crayons and pencils of all colors. Another has mirrors, etc., whose frames are to be decorated. On the west side is a remarkable display of brushes for industrial and artistic purposes. It is probable that the brushes made by this firm excel in excellence of workmanship and lowness of price anything the foreign market can offer. Besides there are several exquisite things in the way of studies and sketches. The collection shows a remarkable degree of enterprise and artistic taste, and is destined to attract a wide attention. Teachers in the city and suburbs will be well repaid by a visit.

## HORSFORD'S ACID PHOSPHATE, IN INEBRIETY.

Dr. C. S. ELLIS, Wabash, Ind., says: "I prescribed it for a man who had used intoxicants to excess for fifteen years, but during the last two years has entirely abstained. He thinks the Acid Phosphate is of much benefit to him."

## CONSUMPTION CURED.

An old physician, retired from practice, having had placed in his hands by an East India missionary the formula of a simple vegetable remedy for the speedy and permanent cure of consumption, bronchitis, catarrh, asthma and all throat and lung affections, also a positive and radical cure for nervous debility and all nervous complaints, after having tested its wonderful curative powers in thousands of cases, has felt it his duty to make it known to his suffering fellows. Actuated by this motive and a desire to relieve human suffering, I will send free of charge, to all who desire it, this recipe, in German, French or English, with full directions for preparing and using. Sent by mail by addressing with stamp, naming this paper, W. A. NOYES, 149 Fower's Block, Rochester, N. Y.



THE contribution plate passed about in fashionable church is apt to come back tickled plated.

THERE is a calm content and a self-satisfaction about a clean shirt that can not in words be described.

How very fortunate it is that every one is able to believe that he has more than his share of brains!

EVERY man who begins life by saying, "I can't do anything," ends it by saying, "I haven't done anything."

"Is life worth living for?" asks an exchange, to which the *Chicago World* replies that it depends entirely what business you go into.

MANY a man who collects money for the heathen is so barbarous that he does not or will not turn out for another man, as a half decent heathen would.

MEXICO pays \$300 for the scalp of a hostile Indian while here a tramp isn't worth a dollar to the man who secures his conviction. No wonder that tramp catching is a neglected industry.

"WILL the boy who threw that pepper on the stove come up here and get a present of a nice new book?" said a school superintendent in Iowa; but the boy never moved. He was a far-seeing boy.

ARITHMETIC: If it takes a boy, twelve years of age, twenty-two minutes to bring in six small sticks of wood a distance of seventeen feet, how long will it take him to travel a mile and a half to see a circus procession?

AN Austin Sunday school boy was asked what was the meaning of the passage in the Bible about "Adam earning his bread by the sweat of his brow." "I reckon it means a fellow must eat until the sweat just runs off him."

TEACHER: "Mr. A. and Mr. B. were candidates for Congress. There were 2,045 votes thrown for Mr. A., and Mr. B. got as many more, twice as many more, and one vote and a half. How many votes did Mr. B. have?" Pupil: "Fifteen hundred." Teacher: "How do you make that out?" Pupil: "Mr. A.'s party did the counting."

"I'm not going to school any more," said a four year old boy to his mamma on his return from his first day at the kindergarten. "Why, my dear, don't you like to see the little boys and girls?" "Yes, but I don't want to go," persisted the boy, "cause my teacher says that to-morrow she's going to try to put an id. a into my head."

THE boys were being examined in astronomy. When it came the visitors' turn to put questions somebody asked what the constellation in which the pointers are located is called. The infant phenomenon of the class promptly answered, "The great dipper." "Why is it called the great dipper?" asked another visitor. "Because the gods used it to take a drink out of the milky way," responded the phenomenon.

Gray hairs often cause annoyance, which Parker's Hair Balsam prevents by restoring the youthful color.

PATIENTS do more for the doctors than doctors do for patients. The patients enable doctors to live.

Make your old things look like new by using the Diamond Dyes, and you will be happy. Any of the fashionable colors for ten cents.

WHEN a doctor cures you for nothing, he is one of nature's no-bill men.

Lone Jack, Mo., Sept. 14, 1879.  
I have been using Hop Bitters, and have received great benefit from them for liver complaints and malarial fever. They are superior to all other medicines.

P. M. BARNES.

## Publisher's Department.

John Wiley & Sons, New York, are now offering a splendid line of publications for use in schools. In their announcement is a full catalogue of superior text-books upon astronomy, book-keeping, chemistry and electricity, drawing, painting, engineering, Greek, Latin, Hebrew, as well as a fine stock of books upon the higher mathematics. They also have several standard works on mineralogy and mining, most excellent for courses of study and the reference library. In their list of books upon architecture are Ruskin's "Seven Lamps of Architecture," and "Lectures on Architecture and Painting," by the same author, also Holly's "Carpenter's and Joiner's Hand Book," as well as a great number of others, valuable and interesting.

### THE GLOBE LIBRARY AND OFFICE FILES.

In all libraries a considerable amount of valuable printed and written matter accumulates, which cannot conveniently be placed on the shelves with books, and which, by the ordinary methods, cannot be arranged so that any desired pamphlet or other paper can be readily found, examined and replaced. Among the numerous papers and publications which thus constitute a large part of every library are magazines, monographs on law, medicine, divinity or scientific topics, addresses, speeches and other pamphlets, engravings, maps, portraits, newspaper clippings, articles in manuscript, notes and memoranda, catalogues, etc. These are usually tied up in bundles and stowed away in the unsightly cupboards on which bookshelves are generally mounted, and which add nothing to either the appearance or utility of a library. The purpose of the Globe systems of files is to arrange, classify, index and bind up all these various printed and written papers, so that they may be preserved in a neat, orderly and convenient manner, and add to the value of a library. This is done by the construction of files in book form, in handsome and appropriate styles of binding, with systems of indexing for the various classes of papers. In this manner all unbound books and papers are placed upon the shelves, and not under them. The novelty, utility and beauty of these files, together with their cheapness, has commended them to the public, especially to professional and literary men, throughout the country. They are manufactured and sold by the Globe Files Co. of Cincinnati, incorporated under the laws of Ohio, with a capital of \$60,000.

This week Dr. R. S. Rosenthal has given free trial lessons in the Meisterschaft system daily at his new class rooms, 33 West Twenty-eighth street. The introduction of this system will be of great advantage to any who wish to learn to actually speak and write foreign languages. It is a wonderfully simple and practical method, enabling any one to learn, with no effort, to speak French, German, Spanish and Italian fluently and correctly. This system has been universally successful in Germany, and is everywhere enthusiastically endorsed. Dr. Rosenthal's books and circulars are to be had at Brentano's, 5 Union Square.

Some fine reproductions of art are found in the new process of heliotype engraving. This enables one to get at a small price excellent reproductions of the masterpieces—cattle, sheep, and horses by Rosa Bonheur, Chialva and others; deer, dogs, and birds by Sir Edwin Landseer, Madonnas and religious pictures by Raphael, Murillo, etc., and countless other subjects from famous artists. In this way homes and school rooms may be adorned, not with cheap flashy chromos, but with quiet heliotype reproductions of truly fine works, which will not only give pleasure but be a means of study as well. A catalogue of description is sent free on application to James E. Osgood & Co. of Boston.

A very fine stock of microscopes, powerful lenses, magnifying and opera glasses, photographers' apparatus, etc., may be found at the establishment of R. & J. Beck, Philadelphia. They are themselves manufacturing opticians, and enabled to give the making of goods personal supervision. They have also great judgment in the importation of foreign stock. Students or teachers wishing apparatus or any of the school-room accessories in this line, would do well to send for their illustrated price-list, which is mailed free on application.

## "CARPENTER ORGANS."

The Model or School Organ.

"What the Works are to a Watch, the Action is to an Organ."



### SOMETHING ENTIRELY NEW.

This instrument is especially intended for use in schools and educational institutions, for illustrating and explaining various branches of musical instruction: acoustic effects of sound-producing devices under variable conditions and circumstances, and the technicalities and mechanical details employed in the production and regulation of musical sounds. It consists of this celebrated "CARPENTER ORGAN" arranged in perfect and complete working order on a simple table or stand, with the various parts of the mechanism exposed in full view, so that their construction and operation can be readily observed, their technicalities and purposes studied, and their relative actions and effects and results demonstrated and compared. The different portions of the Action are so put together that they can be taken apart readily for examination, illustration and explanation, thus making an apparatus of infinite service for imparting a thorough education in manual music practice. There being no elaborate case, the instrument is comparatively inexpensive, while it is equally adapted for the effective musical service as any ordinary enclosed organ; and not being enclosed, the full volume of sound is obtained without obstruction to its purity and force. A plain cover is provided for protecting the Action from the dust when not in use.

Thousands testify to their superior excellence. Read the following:

The fact that an organ contains the Carpenter Organ Action is a guarantee of the excellence of the instrument.—*Youth's Companion*.

An Honest Organ.—The Carpenter Organs have won for themselves a high reputation for durability and fine musical qualities. An organ may be fine in appearance, but unless it is built honestly in every part it will prove unsatisfactory. Mr. Carpenter makes most emphatically an honest organ, and this is, we think, the secret of their popularity.—*Youth's Companion*, July 6, 1882.

Buy no Organ until you have examined the "Carpenter." Teachers everywhere wanted as correspondents.

For further particulars, send for catalogue—free to every address.

E. P. CARPENTER, Worcester, Mass.

The Union Teachers' Agency has taken a new departure this fall. No preliminary deposit or registration fee is now required. A teacher has but to fill the form of application, and agree to pay seven per cent of the first year's salary (six per cent if within two weeks after the engagement is made), and the bargain is completed. Mr. A. Lovell, who has been at the head of this agency for about five years, is a good reliable man, whose word may be depended upon, and to whom teachers wanting situations would do well to apply.

An exceedingly handy little arrangement is the Automatic Eye Glass Holder, for sale by Ketcham & McDougall. The glasses are fastened by a safety hook to a cord, which at the other end is attached to a button containing an automatic spring. This may be fastened on the dress or coat, and when the glasses are not in use, the spring inside the button will wind up the cord allowing the glasses to hang safely out of the way until needed; then, by drawing the glasses outward, the spring unwinds the cord and they are ready for use.

All chemical and philosophical apparatus of first-class quality may be found at the house of J. & H. Berge. This is an old established firm, which has imported and manufactured school room apparatus of every description for chemical and philosophical demonstration for the last thirty years. An illustrated catalogue is in course of preparation which will be very serviceable to teachers. It will be a fine large one, furnished with a complete list of all their newest additions in stock.

Without exception the best liquid slating for walls and wooden blackboards is

that made by the New York Silicate State Company. It makes a fine and most durable surface, and can be applied by any one with a common paint brush to any surface. It comes put up in various sized cans, holding from one pint to a gallon, each can having full directions for use. It is very valuable in country schools, where slate blackboards are hard to get and space in the room is limited.

### JUST PUBLISHED!

## "Reception Day."

A New Book of Dialogues and Recitations for the Use of Schools

160 PAGES, PAPER, 30cts. POST-PAID.  
\$3.00 PER DOZEN, POST-PAID.

This is a new book and is filled with bright and original dialogues, declamations, recitations and short selections for the primary classes to memorize. A large part of this collection is original, and all are particularly adapted for practical use in schools. Our experience with books of this sort has been, that but few pieces out of a book were really suitable for use in the school room, and our aim has been to make every selection in "Reception Day" valuable. For recitations, Friday afternoons, closing exercises, etc., this book will be found to be "just the thing." We prophesy immense popularity for it.

E. L. KELLOGG & CO.,

21 Park Place, N. Y.



## BOOK DEPARTMENT.

## NEW BOOKS.

**FRENCH SYNTAX:** On the basis of Edouard Matzner. By James A. Harrison. Philadelphia: John E. Potter & Co.

It is no easy matter to write a complete treatise on the syntax of any language, and, in these days of the superficial study of modern languages, it is well nigh a thankless task; but Prof. Harrison has, with will and patience, completed a work for English-speaking students of French so ably, that we heartily congratulate him. It is a fine exhaustive work, yet arranged with such skill, that as a reference book it will be invaluable. In any point not easily understood and therefore, hindering progress in translation, it will be but the work of a moment to refer to the index, find the place, and settle the question forever. Every beginner in translating should have one of these books at hand. In this way he can learn the practical use of syntax in a very short time. Mr. Harrison is professor of modern languages in Washington and Lee University, and is in every way qualified to write upon the subject. A work like this gives the student an opportunity to acquire the modern languages in some such manner as those of ancient times are studied, then while being prepared for practical service in the acquaintance of a much-used tongue, they also have the mental training which it has been thought could only be acquired by classical study. It is upon this plan that the book is mostly arranged, but we may add, there has rarely, if ever, come to our notice so thorough a classical text-book with equal analyses of syntax as this one upon the French language. It is needless to speak of its thorough index, its pronouncing appendix, etc., for we say all in the word *complete*.

**THOSE CHILDREN AND THEIR TEACHERS.** A story of to-day. By Byron A. Brooks, A. M. New York: G. P. Putnam's Sons.

The author of this volume will be recognized as a contributor of some exceedingly able articles to the *SCHOOL JOURNAL*. He has undertaken a study of the schools, and has, in the form of a story, given the results of this study. Mr. Brooks has seen service in the school-room; he is now on the outside and looks in in quite an unprejudiced way; and yet, we suspect, his book will displease a very large number of its readers. Tom, Isabel, Willie, Bob and Harry are the children brought before us. The mother wants to be quiet, and so wants them in school; the father thinks they have not got much good at school, and is wondering where he had better send them. "What shall be done with these children?" was the problem over which father and mother racked their brains. The discussion of the "pros and cons" goes on through the book. The defects in the manner of selection and appointment of teachers are well pointed out. One of the children comes home and repeats, "Angie two times, nigger on a pond"—this turns out to be, "Angle, two lines meeting in a point." The author stamps his dissent on machine teaching, pointing out its defects with no sparing hand. He finds at last the ideal school, and describes it in fit language. Would that it existed in reality.

**THE CHORAL CHOIR.** For choirs, conventions and societies. By W. O. Perkins. Boston: Oliver Ditson & Co. \$1.00.

The first book to reach us for the fall and winter singing classes and general choir use is the "Choral Choir," compiled by Dr. W. O. Perkins. In the name of the compiler this new book bears on its face the distinguishing marks of success. It will be accorded a "character" at the outset, and attract the attention of all who may feel the necessity of introducing some element of freshness into the work of their fall classes and choirs. It has many excellencies in the way of size, matter, convenience of arrangement and general adaptability of contents. Besides a half hundred spirited glees, there are over one hundred metrical tunes and more anthems, chants and choruses, making a very choice collection of sacred and secular music, between which the book is quite evenly divided.

**MY GIRLS.** By Lida A. Churchill, V. I. F. Series. Boston: D. Lothrop & Co. Price \$1.25.

This bright and well-written story surely deserves the place it occupies in the series, and will be read with genuine pleasure by all lovers of the better class of fiction. The style is at once tender and strong. The four girls who are equally its heroines are four young lady telegraph operators in a large railroad office. At the time the story opens they are discharged from their positions on account of changes made in the management of the road, and are discussing plans for the future. Each one has her peculiar dream, and all of them lie outside and beyond telegraphing. One, who has already written for the press, yearns for a literary life; another, who is possessed of a passion for music, dreams of fame and competence won through means of her voice; a third aspires to the platform as a public reader, while the fourth is content to trust her fate to the future, and take what comes. The result of their talk is a decision to go to New York together, and earning enough to support themselves by such means as are possible, to pursue their studies in the various directions alluded to. This plan is carried out, and a month later the little party of friends is established in a comfortable room, in a retired street in the city, where they begin housekeeping under difficulties, but in the gayest spirits imaginable. The history of their experiences, their disappointments, trials, and triumphs, is fascinatingly told, and the reader who once takes up the volume will hardly lay it by until finished.

**MABEL'S WORK.** By Mrs. S. M. Henry. New York: National Temperance Society and Publication House. 50 cents and \$1.00.

This book is a sequel to the *Voice of Home*, but is complete in itself. The story is essentially a temperance one, but is very interesting in its naturally drawn characters of young men and young women.

It is founded on the life of a work girl, who, in a solemn, quiet, and thoroughly earnest way has devoted herself to temperance work. Slowly, and against discouragements, kept up by the Great Strength in which she trusts, she presses bravely on. Brother, friends and townspeople gradually feel the influence, and, little by little, an alteration comes. The final crisis in the little history is where fermented wine is banished from the communion table. This is upon the earnest plea of the young men who have sought strength to withstand the temptation, and feel that they are yet too weak to take the cup, even at the sacrament and not feel a return of the old taste. Although meeting with some opposition the point is finally carried, and, with other good, pure influences, the demon of drink is kept out of the town, while talent and industry take its place.

**THE THROAT AND ITS FUNCTIONS IN SWALLOWING, BREATHING AND THE REPRODUCTION OF THE VOICE.** By Louis Elsberg, A. M., M.D. Albany: Edgar S. Werner. Price 25 cents.

This valuable pamphlet upon the throat, is the second illustrated edition of Dr. Elsberg's lecture in the course instituted by the New York Academy of Science. It is a most valuable treatise, plain, clear and practical. To the teacher it will be a great aid in instructing in this branch of physiology, as well as in connection with reading and singing. To a singer or elocutionist it is certainly invaluable. The pamphlet is provided with a large number of cuts which help to illustrate the reading matter. Edgar S. Werner, Albany, N. Y., has also published some excellent *Elocutionary Leaflets*, in prose and poetry, for the use of elocutionists.

teachers and public readers; compiled by Agnes R. Davidson. They are in a bound form and in duplicate leaves,—the set for 60 cents; the *Leaflets* bound 30 cents; the *Leaflets* separately at one cent a leaf (two pages). They are judiciously made, and they will be highly prized by teachers and pupils in the schools.

## NOTES.

Alexander H. Stephens has completed his history of the United States.

Whittier will write a preface to the forthcoming collection of letters by the late Lydia Maria Child.

President Porter of Yale College has in press a volume of essays, which will be entitled "Science and Sentiment."

Miss Concordia Lofving, inspector of gymnastics to the London school board, will publish shortly "Physical Education," dedicated, by permission, to the Princess Louise. The author advocates the more general introduction of gymnastics into the school course.

DR. LEONARD WALDO of Yale Observatory, has published a Multiplication and Division Table, containing the results of numbers between one and one hundred for the use of accountants, computers and teachers in primary schools. It is very handy and will save much time and trouble. In an instant one can find the product or quotient of the numbers below 100. Boston: Ginn, Heath & Co.

The neatly printed work named above, forms No. 35 of the "Humboldt Library of Science," a series of studies upon Brahminism, Buddhism, Confucianism and Zoroastrianism, or the religion of ancient Persia. These essays are written from a distinctively Christian point of view, yet everywhere the authors' purpose is plain to do full justice to whatever is good and true in these ancient religious systems.

Mr. Frank Vincent, Jr., the traveler and author, has just received an autograph letter from Norodom I., King of Cambodia, bestowing on him the decoration of the royal order of Cambodia, in token of his appreciation of Mr. Vincent's "The Land of the White Elephant." He is also informed that the King of Siam is much pleased with the book, and has conferred on its author the order of the white elephant.

Queen Elizabeth of Roumania, known in literature as "Carmen Sylva," has been elected a member of the Academy of Science at Bucharest, and will be formally installed next November. She is the first lady to whom this compliment has been paid. She is the daughter of Prince Hermann of Wied, and is about thirty years old. From her early youth she has shown much taste and talent for poetry. Her first literary work consisted of poetry, which appeared in many German reviews. Two years ago she published a poem in German, containing four stories, called "The Storms;" it is for this that the Academy has elected her a member.

Clemens, the humorist, first used his *nom de plume* of "Mark Twain" when local editor on the Virginia City *Enterprise*. He borrowed it from the vernacular of the river where the man heaving the lead calls out "Mark twain!" instead of "Mark two!" Clemens was born at Florida, in Missouri, of very poor but respectable parents. His boyhood was mostly spent at Hannibal, on the Mississippi River. He had the misfortune to lose his father, "an austere and singularly upright man," at twelve years of age. He got very little learning in school, and like so many other Americans in whom the literary impulse is native, he turned to the local printing office for some of the advantages from which he was otherwise cut off.

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## A FEW EDITORIALS THAT ALL READ AND PROFIT BY THEM.

[From the Peoria Ill. Medical Monthly, July, 1882.]

We have used Murdock's Liquid Food in a number of cases of great debility, and where the stomach was unable to retain any kind of food: in some cases, in fact, the patients were starving to death. The results have been all that more than we expected. We think it needs but a trial to prove its worth to every one. (Editor.)

[From the Boston Musical Record, Aug. 26, 1882.]

We have used this in our family for many months, and it is what is wanted in every household. (Editor.)

[From the Boston Pilot, July 15, 1882.]

Many persons of well-known integrity and high standing, whom we can vouch for, have used it in the family and pronounced it all that is claimed for it. In many of our last editions and hospital cases, especially, it is the pure essence of nutriment from a healthy animal, making new, rich blood, thereby building up a strong healthy body. It is the substance of the liquid food, as where Murdock's Liquid Food is used death reaps a poor harvest. It is not a medicine in any sense of the word, but a food—as much so and more nutritious by its food than the commonest food for the richest mutton brood, and when nothing else will remain on the stomach of a solid or liquid as well, Murdock's Food never fails to sustain life and give strength that we know.

[From the Editorial Columns of the New York Medical and Surgical Journal.]

The value of raw food extracts has long been recognized by the profession as being superior to cooked extracts in all wasting diseases, such as consumption, scrofula, dyspepsia, kidney complaints, and other conditions, and cases where sufficient nourishment cannot be obtained from common food. Such is Murdock's Liquid Food. These extracts have been introduced through the profession of New England, the interior, and the company introducing, its theory, and the use of it, only to meet with the most successful results. The physician did not want them that the drugstore would not, and it was a waste of time and money to adopt any other method of introducing them into the market.

[From the Portsmouth Times.]

Murdock's Liquid Food was used in all of our cases of Port mouth that have used it. Of those that have been benefited by it, it is with pleasure that we number among them a number of our own family.

[Meriden (Conn) Press, Aug. 3.]

People who complain of dyspepsia and an "all-one" sort of feeling these days will find great benefit by using Murdock's Liquid Food. It is a preparation of raw beef, mutton and fish, and is so easily assimilated that it can be taken with safety upon the weakest stomach, while a teaspoonful of it contains as much nutriment as a considerable quantity of ordinary food. For those who feel exhausted, either from overwork or disease, it is simply invaluable. This is not an advertisement or a paid puff, but a voluntary recognition of the merits of a genuine article, which the writer has seen tested again and again, always with satisfactory results.

[From the N. Y. Scientific Times, March 11, 1882.]

The experience of physicians and of persons in charge of the sick in hospitals and elsewhere has demonstrated that recovery is often delayed and sometimes entirely prevented by the want of a sustaining substance with which the debilitated patient could be fed. Nature is often too weak to manage and assimilate even the most wholesome articles which, with the body in vigorous condition, would be adequate for its support. Especially is this the case with the infant, who is often made to suffer for the want of knowledge of those in whose charge they may chance to be. Among the most successful attempts to meet an artificial food is the one known as "Murdock's Liquid Food," prepared by the company of that name in Boston. It is renowned as a maker of pure blood, which it supplies much of its nutriment to expel a weak and impure blood engendered by disease from the system, and to aid its place with a life-giving, health-restoring food.

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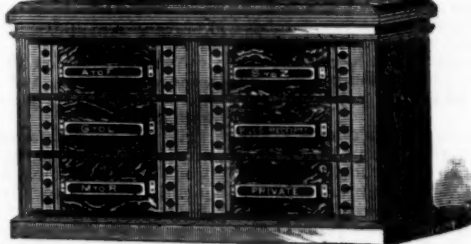
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"Sir, I have here a little thing,  
Quite touching in its way,  
That tells of rippling waters  
And the smell of new-mown hay;  
The bashful maiden's witching smile,  
The lowing of the kine,  
The meadows, spangled o'er with flowers,  
The sunset most divine,  
Are also pictured by the use  
Of softly-sounding words,  
And over all there comes the sweet,  
Low twittering of the birds."  
'Twas then upspoke the editor:  
"Your scheme is good," he said;  
"On the rippling water racket  
You are really quite ahead.  
But the spangled meadow business  
And the blushing country maid  
Have long since been copyrighted,  
And therefore I'm afraid  
That your story will not answer;  
But if you could only make  
The maiden sweep the parlor,  
It will simply take the cake."

The poet man was much downcast,  
The luster left his eye;  
He rose to go, and sadly said:  
"I cannot tell a lie."

—Chicago Tribune.

HENRY ERSKINE, pleading before Lord Thurlow, had to speak of a certain curatorial, and gave the Scotch pronunciation to the word, with the accent on the first syllable. "Pardon me, sir," said Thurlow, "we pronounce the word cu-ra-tor in England, following the analogy of the Latin language, in which the penultimate syllable is long. "I thank you, my lord," replied Erskine, "and I bow at once to the authority of a se-na-tor o learned and an o-ra-tor so eloquent as your lordship."—London Society.

THE Secretary of the Navy has approved the design of a flag to be known and used in the navy as the "President's flag." It is fourteen feet long to eleven feet wide, and is made of navy blue bunting. In the center is the American coat-of-arms, the eagle holding in its mouth the pennant incribed "E pluribus unum." Thirteen white stars, representing the thirteen original States, are arranged in a semi-circle above the coat-of-arms. The flag will fly from the mainmast of every vessel used by the President.

HISTORIAN Freeman, during a recent visit to Schenectady, was presented to an Indian, "the last of the Mohawks." "My friend," said Mr. Freeman to the red man, permit me to remark that you greatly resemble a very dear and distinguished friend of mine, Mr. Oscar Wilde."

THREE gentlemen during a conversation agreed to pay a guinea each to the one who should tell the tallest and most ridiculous story. The first commenced his story thus: "There was once a wealthy editor—" "Stop!" cried the rest of the party; "here's your money."

HENRY WILMS, who fell twenty feet from the trestlework at Mechanicsville, N. Y., the other day, would undoubtedly have been killed but for the fact that in falling he struck an Italian laborer shoveling gravel under the track. The Italian sustained three broken ribs.

A COLORED student at the Hampton Normal being asked to illustrate the difference between the prefixes pro and con, gravely offered the two words progress and congress. Who now dares say that the colored people know nothing of what is going on?

A little girl, who had been to a children's party, being asked by her mother on returning, how she enjoyed herself, answered, "I am full of happiness. I couldn't be happier unless I were to grow."

## THE FLOWER CITY FURORE.

## THE COMMOTION CAUSED BY THE STATEMENT OF A PHYSICIAN

An unusual article from the Rochester, N. Y., *Democrat & Chronicle* was published in this paper recently, and has been the subject of much conversation both in professional circles and on the street. Apparently it caused more commotion in Rochester, as the following from the same paper shows:

Dr. J. B. Henion, who is well known not only in Rochester, but in nearly every part of America, sent an extended article to this paper a few days since, which was duly published, detailing his remarkable experience and rescue from what seemed to be certain death. It would be impossible to enumerate the personal enquiries which have been made at our office as to the validity of the article, but they have been so numerous that further investigation of the subject was deemed an editorial necessity.

With this end in view a representative of this paper called on Dr. Henion, at his residence on St. Paul street, when the following interview occurred:

"That article of yours, doctor, has created quite a whirlwind. Are the statements about the terrible condition you were in, and the way you were rescued, such as you can sustain?"

"Every one of them and many additional ones. Few people ever get so near the grave as I did, and then return, and I am not surprised that the public think it marvelous. It was marvelous."

"How in the world did you, a physician, come to be brought so low?"

"By neglecting the first and most simple symptoms. I did not think I was sick. It is true I had frequent headaches; felt tired most of the time; could eat nothing one day and was ravenous the next; felt dull indefinite pains and my stomach was out of order, but I did not think it meant anything serious."

"But have these common ailments anything to do with the fearful Bright's disease which took so firm a hold on you?"

"Anything? Why, they are the sure indications of the first stages of that dreadful malady. The fact is, few people know or realize what ails them, and I am sorry to say that too few physicians do, either."

"That is a strange statement, doctor."

"But it is a true one. The medical profession have been treating symptoms instead of diseases for years, and it is high time it ceased. We doctors have been clipping off the twigs when we should strike at the root. The symptoms I have just mentioned, or any unusual action or irritation of the water channels indicate the approach of Bright's disease even more than a cough announces the coming of consumption. We do not treat the cough, but try to help the lungs. We should not waste our time trying to relieve the headache, stomach, pains about the body or other symptoms, but go directly to the kidneys, the source of most of these ailments."

"This, then, is what you meant when you said that more than one half the deaths which occur arise from Bright's disease, is it, doctor?"

"Precisely. Thousands of so called diseases are torturing people to day, when in reality it is Bright's disease in some one of its many forms. It is a Hydra-headed monster, and the slightest symptoms should strike terror to every one who has them. I can look back and recall hundreds of deaths which physicians declared at the time were caused by paralysis, apoplexy, heart disease, pneumonia, malarial fever, and other common complaints which I see now were caused by Bright's disease."

"And did all these cases have simple symptoms at first?"

"Every one of them, and might have been cured as I was by the timely use of the same remedy—Warner's Safe Kidney and Liver Cure. I am getting my eyes thoroughly opened in this matter and think I am helping others to see the facts and their possible danger also. Why, there are no end of truths bawling on this subject. If you want to know more about it, go and see Mr. Warner himself. He was sick the same as I, and is the healthiest man in Rochester to-day. He has made a study of this subject, and can give you more facts than I can. Go too, and see Dr. Lattimore, the chemist, at the University. If you want facts there are any quantity of them, showing the alarming increase of Bright's disease, its simple and deceptive symptoms, and that there is but one way by which it can be escaped."

"Fully satisfied of the truth and force of the doctor's words the reporter bade him

good day and called on Mr. Warner at his establishment on Exchange street. At first Mr. Warner was inclined to be reticent, but learning that the information desired was about the alarming increase of Bright's disease, his manner changed instantly, and he spoke very earnestly:

"It is true that Bright's disease has increased wonderfully, and we find, by reliable statistics, that in the past ten years its growth has been 250 per cent. Look at the prominent men it has carried off: Everett, Sumner, Chase, Wilson, Carpenter, Bishop Haven and others. This is terrible, and shows a greater growth than that of any other known complaint. It should be plain to every one that something must be done to check this increase, or there is no knowing where it may end."

"Do you think many people are afflicted with it to-day who do not realize it, Mr. Warner?"

"Hundreds of thousands. I have a striking example of this truth which has just come to my notice. A prominent professor in a New Orleans medical college was lecturing before his class on the subject of Bright's disease. He had various fluids under microscopic analysis, and was showing the students what the indications of this terrible malady were. In order to show the contrast between healthy and unhealthy fluids, he had provided a vial the contents of which were drawn from his own person. "And now, gentlemen," he said, "as we have seen the unhealthy indications, I will show you how it appears in a state of perfect health," and he submitted his own fluid to the usual test. As he watched the results his countenance suddenly changed, his color and command both left him, and in a trembling voice he said, "Gentlemen, I have made a painful discovery; I have Bright's disease of the kidneys," and in less than a year he was dead."

"You believe then that it has no symptoms of its own, and is frequently unknown even by the person who is afflicted with it?"

"It has no symptoms of its own, and very often none at all. Usually no two people have the same symptoms, and frequently death is the first symptom. The slightest indications of any kidney difficulty should be enough to strike terror to any one. I know what I am talking about, for I have been through all the stages of kidney disease."

"You know of Dr. Henion's case?"

"Yes, I have both read and heard of it."

"It is very wonderful, is it not?"

"A very prominent case, but no more so than a great many others that have come to my notice as having been cured by the same means."

"You believe then that Bright's disease can be cured?"

"I know it can. I know it from the experience of hundreds of prominent persons who were given up to die by both their physicians and friends."

"You speak of your own experience; what was it?"

"A fearful one. I had felt languid and unfitted for business for years. But I did not know what ailed me. When, however, I found it was kidney difficulty I thought there was little hope, and so did the doctors. I have since learned that one of the physicians of this city pointed me out to a gentleman on the street one day, saying, "There goes a man who will be dead within a year." I believe his words would have proven true if I had not fortunately secured and used the remedy now known as Warner's Safe Kidney and Liver Cure."

"And this caused you to manufacture it?"

"No, it caused me to investigate. I went to the principal cities, saw physicians prescribing and using it, and I therefore determined, as a duty I owed humanity and the suffering, to bring it within their reach, and now it is known in every part of America, is sold in every drug store, and has become a household necessity."

The report left Mr. Warner, much impressed with the earnestness and sincerity of his statements, and next paid a visit to Dr. S. A. Lattimore at his residence on Prince street. Dr. Lattimore, although busily engaged upon some matters connected with the State Board of Health, of which he is one of the analysts, courteously answered the questions that were propounded him:

"Did you make a chemical analysis of the case of Mr. H. H. Warner some three years ago, doctor?"

"Yes, sir."

"What did this analysis show you?"

"The presence of albumen and tube casts in great abundance."

"And what did the symptoms indicate?"

"A serious disease of the kidneys."

"Did you think Mr. Warner could recover?"

"No, sir. I did not think it possible. It was seldom, indeed, that so pronounced a case had, up to that time, ever been cured."

"Do you know anything about the remedy which cured him?"

"Yes, I have chemically analyzed it and upon critical examination find it entirely free from any poisonous or deleterious substances."

We publish the foregoing statements in view of the commotion which the publicity of Dr. Henion's article has caused and to meet the protestations which have been made. The standing of Dr. Henion, Mr. Warner and Dr. Lattimore in the community is beyond question, and the statements they make cannot for a moment be doubted. They conclusively show that Bright's disease of the kidneys is one of the most deceptive and dangerous of all diseases; that it is exceedingly common, alarmingly increasing, and that it can be cured.

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